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ABSTRACT

A three-year career education project involving grades 1-14 in twenty schools was undertaken to continue and expand the development and implementation of new and proven career education and guidance concepts, to demonstrate the process used in developing and implementing these concepts, and to provide a visible and transportable model of career education activities, materials, and processes to interested people. The project activities included conducting staff inservice programs; developing curriculum materials, handbooks, and teaching guides; purchasing commercial materials; and demonstrating career education activities to visitors. These activities resulted in a comprehensive career education model involving all staff and students at all grade levels. This model has been demonstrated to more than 1,200 visitors and disseminated to nearly 1,500 people at other locations. (The appendix, comprising two-thirds of this report, includes project staff job descriptions, project management materials (includes sample report, and quarterly report form), dissemination materials (includes letters, publicity calendar, sample newspaper articles and project newsletter, and a list of available project developed materials), program materials (includes position and philosophy statements, career awareness student goals, sample career awareness materials, advisor-advisee program, vocational information and placement, a list of summer workshops, and guidelines for mini-grants), a project evaluation review team's report, and a third party evaluator's report of the product assessment.) (EM)

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V361174

FINAL REPORT

Project No. 361174
Grant No. OEG-0-73-5288

Comprehensive Career Education Process In Springfield Public Schools

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position and policy.

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September 1976

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FINAL REPORT
Exemplary Career Education Project
1973 - 1976

SUMMARY OF THE REPORT

A. Time Covered: July 1, 1973 to June 30, 1976.

B. Goals and Objectives:

The overall goals of the Springfield School District Exemplary Career Education Project in grades 1-14 include: to continue and expand the development and implementation of new and proven career education and career guidance concepts; to demonstrate the process used in developing and implementing concepts within career education and career guidance; and to provide a visible and transportable model of career education activities, materials and processes to interested people.

The specific goals and objectives of each component are extensions and expansions of these overall goals and will be discussed further in the Body of the Report.

C. Procedures Followed:

In order to provide the best possible program for students the Project set out to meet its goals in several distinct ways.

1. Management: Project management ultimately included: Project Director; Project Coordinator; District Career Education and Guidance staff; a full time Elementary Resource Teacher; two half-time Secondary Resource Teachers; Employment Specialist; and Building Coordinators for each school. The Project management group worked very closely with the School Board, Superintendent, Directors of Elementary and Secondary Curriculum, District administration, building principals and staff.

2. Staff Inservice: It was felt that inservice should be a major thrust of the Project if the project were to be successful. One-hundred per cent of the staff received a minimum of 18 one-half day inservices. A large number of the staff also participated in college credit classes and summer workshops offered by the Project. Most of these classes and workshops, as well as the half-day inservices, were conducted by district staff members. Another form of inservice utilized by many staff was the demonstration teaching of career education activities conducted by resource teachers. Inservice and staff development has been a very important part of the project.

3. Curriculum Development: Curriculum materials were developed by many staff members during summer workshops. Twenty-five different handbooks and teacher's guides were produced and used by staff at all levels. Individuals and small groups within buildings developed curriculum materials suitable for their own use and their building's needs. Through the project many teacher's guides, activity books, kits and games were purchased from commercial organizations and other districts. These materials are available to staff within their own buildings and through the District Education Materials Center (EMC).

4. Demonstrations: A schedule of demonstration days was developed during the Fall of 1973. By the end of the second year all twenty schools had conducted at least one demonstration day and many schools conducted several. Demonstration days offered visitors a chance to observe and interact with staff and students as they demonstrated career education activities. Visitors to demonstration days were from within the district as well as from outside.

D. Results and Accomplishments:

As a result of the procedures followed in implementing the Project we now have: 100% of the district staff inserviced in career education; a wide variety of career education curriculum materials available for use by staff; involvement in career education by 100% of the student population; a demonstration model for career education which has been shown to more than 1200 visitors to our district and disseminated to nearly 1500 people at other locations. In addition we have provided our written materials to a large number of school districts from around the state and nation. (See Tables 1, 2, 3)

E. Evaluation:

A variety of instruments were used to evaluate the Project. All inservices and workshops were evaluated by participants. Results and comments were compiled. Various needs assessments were used as aids to planning. All visitors were asked to fill out an evaluation of their visits on demonstration days. These results were compiled and used in planning. A group of elementary building coordinators developed four assessment instruments to be used with students, two to be used with staff and one for the community. These instruments were administered by building coordinators, counselors, principals and teachers. All results were compiled and used in planning for future activities. During the final year of the Project a comprehensive staff survey was developed and administered to all staff, grades 1-12.

In addition to the Project's self assessment, a third party evaluator was employed. **His reports are found in Section E. Body of the Report and Appendix F.**

F. Conclusions and Recommendations:

A positive impact has been made at all levels in the district because of the project. Certain areas have proven to be more successful than others. Some areas have developed more slowly. In general, elementary staff seem more motivated and open to change and new ideas than do secondary staff. However, as more staff inservices were held and as the advisor/advisee program was developed at the secondary level, more staff accepted the Project and its goals. Staff inservice related to their needs in working with students seems to be the key in motivating staff to accept career education concepts. Follow up with available materials and curriculum development is necessary. And, for staff inservice and curriculum development to be successful the leadership structure must possess and demonstrate strong group process and communication skills. Continuance of the programs developed by the Exemplary Career Education Project is recommended. Specific recommendations in relation to the total project are presented in the body of this report.

TABLE I

MAJOR PROJECT MANAGEMENT ACTIVITIES

1973 - 1974				1974 - 1975				1975 - 1976			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quar
Hired Project Coordinator											→
	Hired Project Secretary										→
			Hired C/A Resource Tchr.								→
								Hired Secondary Resource Tchr.			→
Identified Elem. Bldg. Coordinators	Monthly meetings of Elem. B.C.s										→
	Formed PSP		→	Hired Employment Specialist.							→
Began weekly mtgs. of Adv. Council											→
	Hired 3rd Party Eval.										→
		Hired EPDA Intern	→			Hired EPDA Intern	→	Hired EPDA Intern			→
	Management System developed										→
				Bldg. & district L-r plans				L-r plans revised	Program of work for 76-77		L-r plans revised. Bld 76-77 plans
	Revised C/A & guidance components	Jr High Bldg. Coord. chosen & met regularly									→
								Sponsored OSU extern			→
Coordinator attended meeting on C/Ed Consortium, Ohio State University		Project audit from Region X Seattle, WA. SSD hosted Region X Directors of Commissioner funded Part C & D Exemplary Projects		Director and Coordinator attended Region X workshop, Seattle	Guidance component integrated into other components	Coordinator visited Santa Barbara School District & Nat'L Conference, Dallas, TX.	C/Ed Staff attended C/Ed Conf., Phoenix, AZ. Project Director & Coordinator attended Region X Meeting, Anchorage, Alaska			C/Ed Staff attended C/Ed Conference, Tucson, AZ. Project Director & Coordinator attended Region X, Blackfoot, Idaho.	
		Elem. B.C. developed assessment tools	Assessments administered	Community survey comp.		Region X review assessment	Assessment administered	Community survey comp.			Conducted staff survey
							3rd Party Evaluation given by counselors		3rd Party Evaluation given by counselors		3rd Party Evaluation g by counselo
	B.C.'s submit Quarterly report										→
							9-month & 2-year follow-up study				9-month & 2-year follo study
Project submitted quarterly reports		→	Submit Interim Reports	Submit Quarterly Report		→	Submit Interim Report	Submit Quarterly Report		→	Write & sub Final Repo

TABLE 2

MAJOR STAFF AND CURRICULUM DEVELOPMENT ACTIVITIES

1973 - 1974				1974 - 1975				1975 - 1976			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	Release Day Ins. Half-day inservice for tchrs. - 6/yr.									All-district for combined inservice, articulation	
			Jr. High Leadership workshop (16 staff), GATB workshop (17 staff)	17 summer workshops — all levels (290 staff)	New secondary courses implemented	Planning of Advisor/Advisee program in sec. schools	Advisor/Advisee program in junior highs	30 summer workshop - all levels (293 staff)	Advisor/Advisee program in sr. highs		
	Conducted elementary assessment "Goal Statements"			"Goal Statements"				"Goal Statements"			
		Group process & communication inservice for elementary bldg. coordinators		C/A Resource teacher demonstrates classroom activities							
								Sec. Schools plan for Career Centers	Group Process & Communication workshop for elem. B.C.'s and counselors	C/A & guidance workshop for elementary B.C.s & counselors	
		Staff visitations to other schools and programs									
		Pilot test elem. materials for Eastern Illinois University in 2 elem. schools		Summer workshops developed 8 student activity & staff handbooks & guides						Field test C/A & C/Exp. materials for SDE	
					Post School Placement VIP Office opened		VIP job interview Video-tape				
	Parent advisory groups, secondary										
		Revised Elem. Teacher Guide developed in previous project		Inservice for new staff		Project slide/tape developed	Two-day C/A Materials Fair	Two-day C/A Materials Fair. Inservice for new staff.	Worked on career centers for secondary schools	Elem. Social Studies comm. & C/A Resource Teacher produced C/A & Social Studies handbook	
		Elem. sub-committee begins review of commercial materials		Materials purchased for buildings and district				Materials purchased for buildings and district			
OSU Extern — B. McKee				OSU Extern — K. Ferger				OSU Extern — G. Stewart			
				Three staff attended C/A cadre decision making workshop gr. 1-8				Three staff attend C/Guidance workshop gr. 9-12	C/A class for parents of Brattain Elem.	Three staff attended C/Guidance workshop gr. 4-8	
		College courses in: Career Awareness Elem. Industrial Art; Cluster Program			C/A & C/Expl. college courses	C/A & Elem. Ind. Arts college courses			C/Guidance college courses for Elem. staff	Two college courses for all grade levels	
		Staff began development of classroom activities, units, materials & integrating C/Ed into curriculum.							Wrote proposals for continuing VIP, D & H programs and dissemination project.		

TABLE 3

MAJOR PROJECT DISSEMINATION ACTIVITIES

1973 - 1974				1974 - 1975				1975 - 1976			
t Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	Monthly newsletter to staff										→
	Planned program of newspaper articles (radio, TV)										→
	Presentations to Oregon School Board Assoc., NW Assoc. of Sec. & Higher Schools	Presentation to Oregon Community Ed. Assoc.		Inservice at St. Alice Parochial School	Presentation to Oregon Conference of Voc. Adm.	Presentations to Cottage Grove & Hermiston School Dist., PTA groups Oregon Communication Ed. Assoc.	Presentations to Prineville, Bend teachers. Oreg. Conference of Voc. Admin. OSU & OCE students.	Presentation to Douglas County IED and Lane County IED	Presentations to university & college staffs, C/A conference in Monmouth, OR, OCVA, SDE, & School Board. C/A presentation to Board.	Presentation to National Alliance of Businessmen, Assoc. for Childhood Ed. PTA's, Linfield College, OSU.	Presentation to School Board, Florence tchrs., OCCVA, Lane County C/Ed Conference, OCE Social Studies Conference, Eugene School Dist. teachers.
		Demonstration days in three elementary buildings	Began demonstration days in jr/sr highs	Demonstration days in all buildings							→
		Formed C/A Panel to disseminate.	→				Slide/tape of project developed				→
							Two-day C/A materials Fair	Two-day C/A materials Fair			
											Completed Final Report

BODY OF THE REPORT

A. Problem Area

From 1969 through 1972 the Springfield School District was involved in the Careers *Oriented Relevant Education Program* (C.O.R.E.). The purpose was to place greater emphasis on the relevance of school to the four life roles of family, citizenship, avocation and occupation. In this project a great deal of effort was made by the staff to involve students, parents and business people in a needs assessment which would provide a foundation for the program. The C.O.R.E. project originally involved all six secondary schools. In 1971 two elementary schools were included for the purpose of developing and using a career awareness guide.

In addition to instruction in the four life roles, a process was needed to enable students to interact with others in problem solving situations involving social issues, individual responsibilities and life goal planning. The Exemplary Career Education Project (E.C.E.P.) was designed to fulfill this need. The original proposal stated that in some ways the Exemplary Project was an addition to and expansion of Project C.O.R.E.

In order to expand and further develop the work begun by C.O.R.E., the Springfield School District identified several problems to be partially or wholly solved by the E.C.E.P.

The problems we have been dealing with, as drawn from the original proposal, include the need to:

1. Educate students to meet their needs in adulthood by providing students, starting in grade 1, with the skills, processes, knowledge and attitudes that will enable them to make sound decisions regarding their occupational and other life roles;

2. Provide students with such training and knowledge that might enable them to gain meaningful employment and/or post-school training in order to lower their unemployment rate prior to age 25;

3. Reduce the following in-district program barriers: an elementary staff bias which tended to direct students toward occupations requiring four year college degrees; an elementary staff perception of career awareness as an addition to a crowded curriculum; severely reduced inservice programs due to restricted district financing; and the negative effect of societal mobility on the educational process of students;

4. Alter a staff orientation to serve the college bound students. Historically, staff resources have been more committed to training students for college entry than to training for non-college bound students;

5. Provide continuity for each student's 1-12 experiences with career education by: inter-relating career education programs, grades 1-12 and post high school as one continuous process or model; educating high school students to make optimum use of courses available to them to best prepare them for their four life roles; and changing the unfavorable attitudes of "academic" staff toward "vocational" programs;

6. Broaden occupational aspirations and opportunities for youth by: changing parent/student attitudes toward job entry and vocational goals which would reflect the following 1970-1971 statistic that "23% of local secondary students are enrolled in cluster programs;" altering the support services' structure, such as guidance and counseling, that tends to serve college-bound students; better relating school experiences to their community as a whole (students at all levels need to be exposed to all occupations in their community); and providing better opportunities for students to achieve the success that is critical for the development of a healthy self-concept. In order to best meet these needs a set of project goals and objectives was written.

B. Goals and Objectives

The overall goals of the project include: to continue and expand the development and implementation of new and proven career education and career guidance concepts; to demonstrate the process used in developing and implementing concepts within career education and career guidance; and to provide a visible and transportable model of career education activities, material and processes to interested people.

The Exemplary Career Education Project proposal was divided into six components: district; guidance; career awareness, career exploration; career preparation; and post-school placement. The goals and objectives of these components are to:

District - Grades 1-12:

Demonstrate a model comprehensive career education process.
Demonstrate district and building long-range plans.

Guidance - Grades 1-12:

Improve counselor's skills in serving as a resource person to students and staff.
Assist teachers in developing a guidance point of view.
Provide guidance which is relevant to each student's tentative career choice and life roles (family, citizen, occupational and leisure time).

Career Awareness - Grades 1-6:

Familiarize total elementary staff with career awareness models.
Expand career awareness programs in all buildings in the district.
Develop career awareness activities to be used in the classroom.
Develop units for student involvement in self awareness, self understanding, responsibility and decision making.
Develop in students the ability to recognize that different occupations occur in different psychological and physiological settings.
Develop student awareness of life roles: family, citizenship, occupations and leisure time.

Career Exploration - Grades 7-9:

Expand career education programs in all junior high buildings.
Familiarize total junior high staff with career exploration models.
Provide students with a healthy self concept and positive attitude toward their career development.
Explore a number of occupations or job families.
Provide decision making activities.

Career Preparation - Grades 10-12:

Familiarize total senior high staff with career preparation models.
Expand career education programs in both senior high buildings.
Develop concepts related to life roles in total curriculum.
Identify student's interests and abilities.
Provide information and skill development for their career goal (1) at the job entry level; (2) at the vocational/technical level; or (3) at the baccalaureate level.
Provide an opportunity for students to apply skills through a cooperative work experience.

Post School Placement:

Placement assistance for all school leavers.
Provide students with information about post-school training opportunities.
Develop a group training guidance process to assist school leavers.
Publicize Vocational Placement and Information services.

C. General Project Design

1. Student Population and Instructional Staff

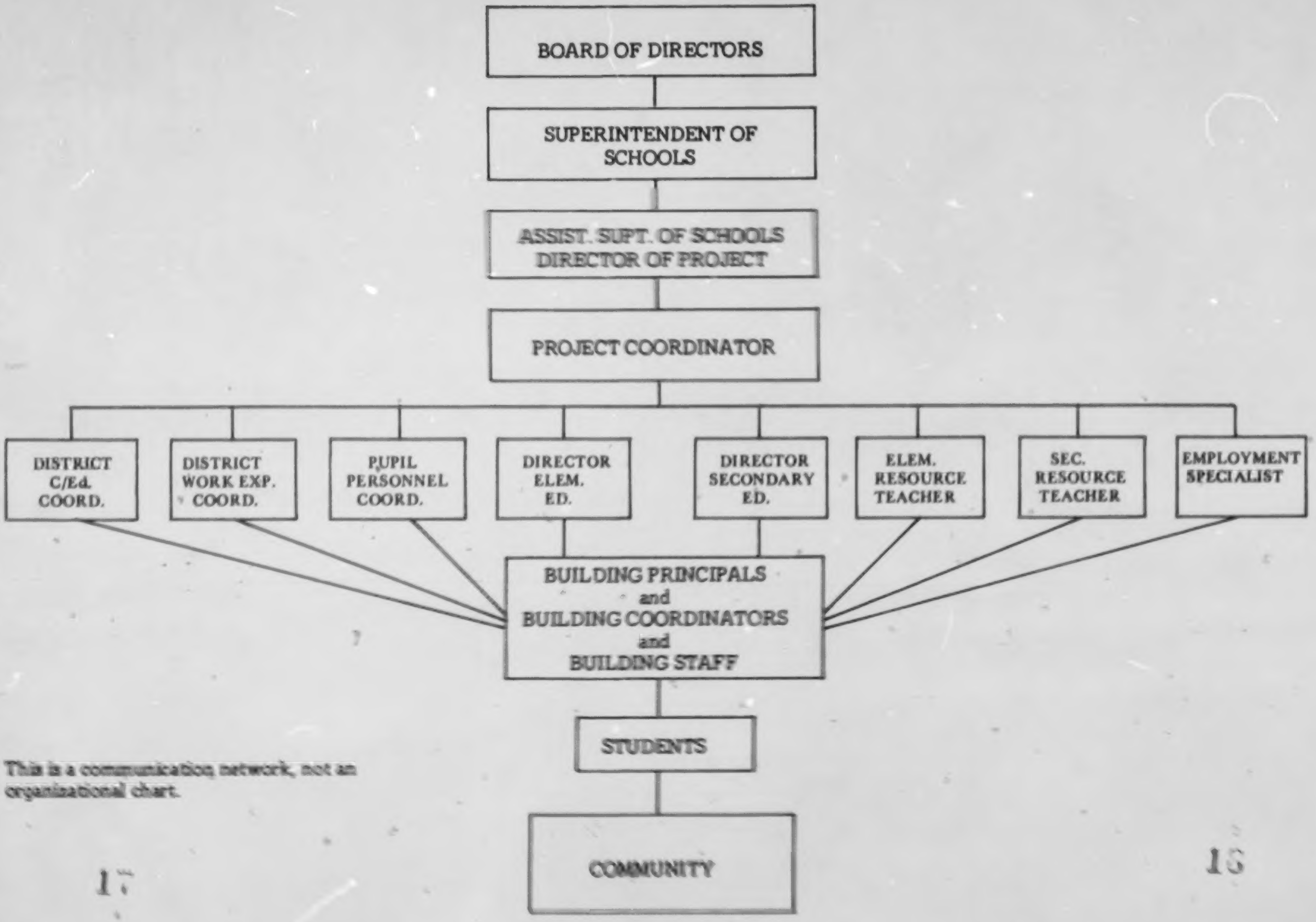
The Springfield School District covers an approximate area of 185 square miles that includes 14 elementary schools, four junior high schools, two senior high schools, a maintenance-transportation center, a child development center, an administration building and warehouses. There are approximately 9,500 students in the total school population. The breakdown by level for the 1975-1976 school year was: elementary, 4,931; junior high, 2,664; and senior high, 1,951. Educational personnel totals 542 teachers plus 48 administrators and coordinators and 404 classified personnel.

The majority of the laboring force of the Springfield community is involved in sawmill, plywood and logging type work. A significant number are involved in supportive roles such as supplying culverts, logging trailers, belts, chain, wire, rope, etc. to the industry. Springfield is very much a "lunch bucket community"; one which understands the values of an education that helps a student make decisions regarding his occupational interest and life goals.

A management design was developed including the School Board and district administration, building principals, building coordinators, staff and community. (See Table 4)

Direct responsibility for implementing the project was placed with the Project Coordinator. Bob McKee was hired for this position in August, 1973. Building principals were asked to select one staff member to serve as a career education building coordinator who was responsible for career education activities in his/her building. (See Role Description, Appendix A.) Additional staff members who worked directly with the project were added as the programs progressed and expanded. An elementary resource teacher, John Young, was chosen in the Spring of 1974 and an employment specialist, Mrs. Roma Cleveland, was hired in July, 1974. In addition, each year an intern from Oregon State University's Educational Professional Development Act (EPDA) Vocational Leadership Training Program worked with the project as part of his training program. At the beginning of the final year, two half-time secondary resource teachers were chosen. They were Jerry Bishop and George Stewart. (Mrs. Bobbie Newman had served as resource teacher for part of the school year and was then

Springfield School District
Exemplary Career Education
PROJECT DESIGN



This is a communication network, not an organizational chart.

replaced by Mr. Bishop when she was given additional administrative duties at her school.) (See Job Descriptions for resource teachers and employment specialist, Appendix A.) An Advisory Council was developed which met each Monday morning to discuss progress, problems and concerns of the project. In addition to the project coordinator, the resource teachers, the employment specialist and the intern, the council consisted of the Project Director, Donovan Kimball; the Elementary Curriculum Director, Frank Walch; the Secondary Curriculum Director, Ron Burge (first two years of the project); Student Services Coordinator, Chuck Crone; Student Placement Coordinator, Frank Alexander; and the Career Education Coordinator, Hartley Troftgruben. These people were charged with the duties and responsibilities for running the project either directly or in a supportive role.

2. Methods, Materials, Instruments and Techniques

In order to provide continuity for students at all grade levels, the following program goals were developed:

Life Roles: Students will know that the occupational role is but one of several and that it is related to the family, citizen, individual and other life roles.

Economic Awareness: Students will know the relations between goods, services, prices, producer and consumer.

Basic Skills: Students can acquire basic reading, writing, computational and problem-solving skills and understand their importance to life roles or careers.

Group Process Skills: Students can function and communicate effectively in group settings and individual transactions.

Self Awareness: Students will be aware of themselves as people who have certain likes and dislikes, abilities and disabilities, feelings and values. The students will then use this knowledge to make decisions.

Values Clarification: Students can state and clarify their own values, feelings and attitudes about people, places and situations. The students will then use this knowledge to make decisions.

Decision Making Skills: Students will be able to make decisions for themselves that are the most desirable and effective.

Appreciation of Others: Students will conceptualize the idea that all people, themselves and others, have dignity and worth.

Employability Skills: Students will be able to perform entry-level career skills upon exiting from formal educational programs.

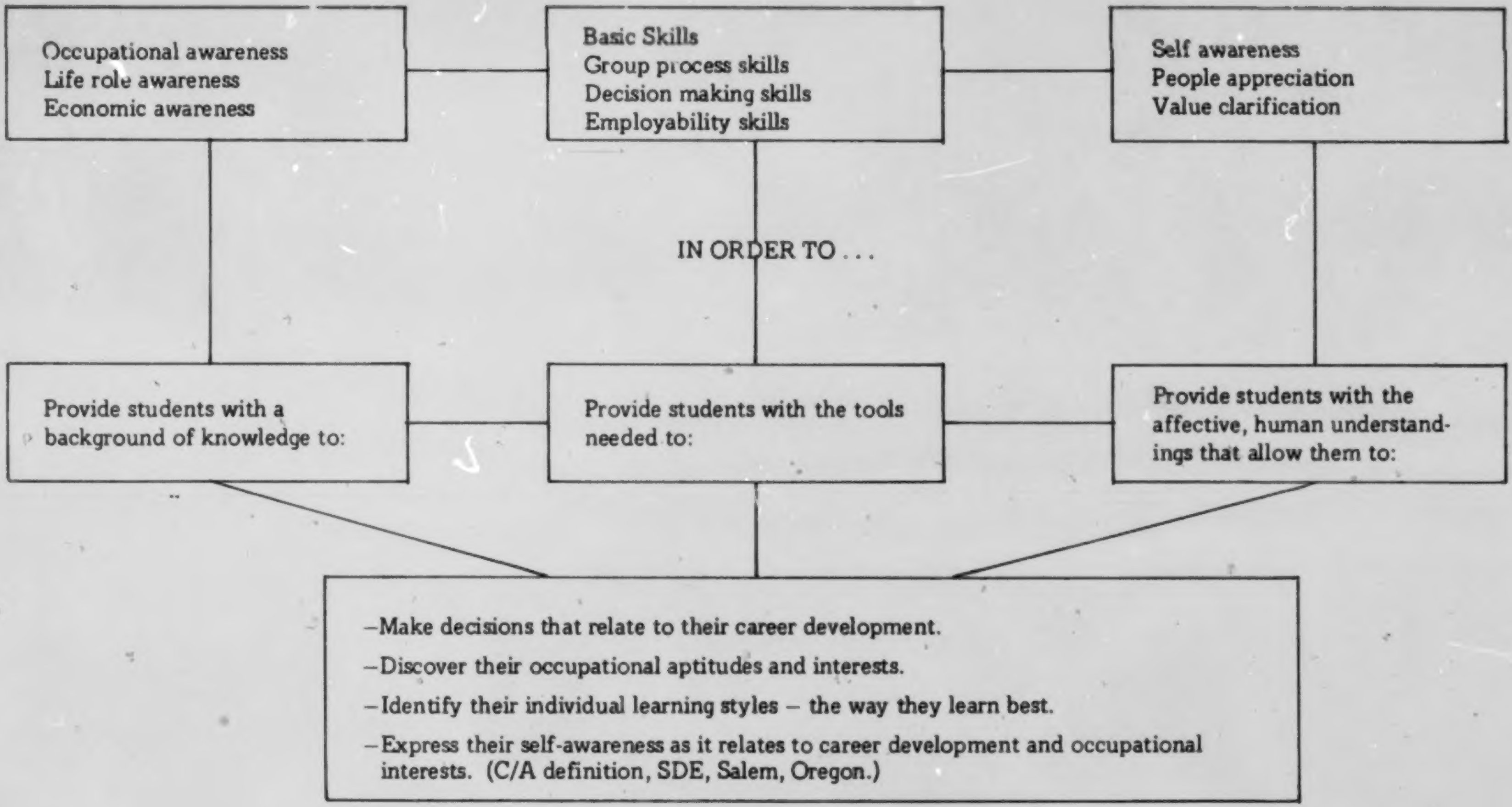
These program goals for students are designed to be compatible with the original project goals. From these goals staff were encouraged to write their own objectives for students. (See C/A Student Goals, Appendix D). The program goals were written in an attempt to define a total Career Ed. program for students. (See Table 5).

Inservices were the main thrust of the project and they were designed to assist the teaching staff to understand career education and how to implement it into their classroom subject areas. Six half-day inservices were provided each year. These meetings were planned by building coordinators (with assistance from project staff as required). Consultants were often invited to share their expertise with staff members. Several staff field trips were also taken. At the beginning of each school year a letter was sent to each student's home informing parents what days their children would be released early from school and why. (See Appendix C).

Table 5

THE CAREER EDUCATION PROCESS . . .

SHOULD INCLUDE . . .



Occupational awareness
Life role awareness
Economic awareness

Basic Skills
Group process skills
Decision making skills
Employability skills

Self awareness
People appreciation
Value clarification

IN ORDER TO . . .

Provide students with a background of knowledge to:

Provide students with the tools needed to:

Provide students with the affective, human understandings that allow them to:

–Make decisions that relate to their career development.

–Discover their occupational aptitudes and interests.

–Identify their individual learning styles – the way they learn best.

–Express their self-awareness as it relates to career development and occupational interests. (C/A definition, SDE, Salem, Oregon.)

Teacher participation was continued through the summer months with summer workshops. Forty-seven workshops were provided during the summers of 1974 and 1975 and 623 staff members were involved. The workshops covered all levels and a variety of topics. Many produced booklets and guides available for in and out-of-district use. (See Materials List, Appendix C.) Each summer building coordinators and principals met to develop long-range plans for the next school year.

Incentive grant and mini-grant monies were also made available for teachers to develop their own innovative units or projects in career education. Seventeen staff members took advantage of this funding involving all levels.

Many staff members also became involved in classes offered by the project in conjunction with the Department of Continuing Education. Participants were able to receive college credit if desired for completion of the tasks required by the instructor(s). Classes were offered in career awareness, career guidance, and career exploration and preparation among others.

One of the main goals of this project was to provide a visible and transportable model of career education activities, materials and processes to interested people. Because Springfield's project involved all 20 schools, 9,500 students and 591 staff it has become looked upon as a model comprehensive career education program in the state of Oregon. For this reason the project has been observed and utilized by a large number of people from around the state and nation.

Each year schools were opened to visitors with the specific purpose of allowing them to view career education activities in action. Over the three years there were 50 such demonstration days and 1,269 people attended. In-district personnel as well as "outside" visitors were welcomed. The first year only three elementary schools were available to visitors with all 20 schools becoming involved during the second year. Each visitor received an information packet containing a schedule and brochure of the school being visited, a welcome letter from Mr. Bill Lewellen, Superintendent, a statement of philosophy, an evaluation instrument and overview of the six components. In addition, a slide/tape describing the project was shown at an orientation meeting prior to the day's activities. This slide/tape was developed by the project staff and produced by Visual Communications System Corporation, Eugene, Oregon. It is approximately 10 minutes in length and has been well received.

As the project became known around the state other districts requested that project staff members come to their districts to discuss our program. Over 50 district staff have been used as consultants in this way at other districts, colleges and universities, various conferences and workshops, and other educational agencies involving nearly 1500 people.

Besides word-of-mouth publicity, the project published a monthly newsletter for all district staff and developed a publicity calendar for the local newspaper. (See Appendix C). Coverage was excellent and included television and radio as well.

In summary, staff members were provided treatments or experiences such as: availability of resource teachers; inservices; workshops, college courses; demonstrations; visitations; long and short range planning; staff assessments; needs assessments; community survey; and many guides and booklets which provided them with a further understanding of career education.

To further explain how this project was designed each component will be discussed in more detail.

Career Awareness

At the beginning of the Exemplary Career Education Project in September, 1973, three elementary schools were already involved with career awareness through earlier state and federally funded projects. One of the ECEP goals was to involve all schools, all staffs and all students in career education. This was accomplished by June, 1974 with all schools having been involved in six career awareness inservices. These inservices continued in all schools throughout the project. By June, 1975 all elementary buildings had conducted at least two demonstration days which was also continued throughout the final year of the project.

Building coordinators began regular monthly meetings in the Fall of 1973. The purposes of these meetings were for planning, assessment, material development and purchasing, and inservice. The building coordinators have proven to be a vital part of the project development and management and in the development of the individual building's unique programs. Even though some buildings have changed coordinators each year the group has remained a cohesive one. One reason for the successful use of the building coordinators has been the heavy emphasis placed on group process and communication skills within the group. The use of these skills tended to "spill over" into the buildings as the coordinators worked with their staffs.

During the project the elementary building coordinators were responsible for the following accomplishments: provided for all inservices for building staffs; developed long and short range plans; developed a building focus for their individual buildings (these included a focus on specific occupations or groups of occupations, decision making, self awareness, community, family, etc. A focus was maintained for varying lengths of time): subcommittees were formed to develop an in-house evaluation plan and materials, elementary goals and objectives, procedures for review and purchase of commercial materials, and yearly revisions of the career awareness component.

The elementary resource teacher, John Young, was hired in the Spring of 1974 to serve as facilitator for the building coordinators and for staff, materials, and curriculum development. Mr. Young worked directly with staff, students and administration in all 14 elementary buildings and taught college credit courses to district staff. More information of the elementary resource teacher's activities will be given in Section D, Results and Accomplishments.

All elementary school students have had extensive involvement in career awareness activities and experiences related to the previously stated program goals. The types of activities were varied and included: commercial kits and games, teacher-made games, role playing, simulations, discussions, parent surveys, films and other audio-visual materials, field trips, resource speakers, various units of study, individual activities, interviews, mini-classes, work experiences, industrial education and home economics. These activities were, for the most part, related to and integrated with the standard school curriculum in all subjects. Activities have also been included in classes for emotionally disturbed children, the educable mentally retarded children and in outdoor classes.

In order to provide a sound program for students, teachers needed a wide variety of materials and activities. The project provided the following opportunities to fulfill this need: each elementary building was allotted $400.00 for career awareness and guidance oriented kits, games and materials; each elementary building received a complete set of hand tools and a tool cart; seven elementary cooking and baking kits were assembled and placed in the district's resource center for check out; eight different career awareness guides and handbooks were developed by District 19 personnel and were available for building staffs; over 50 activity guides and booklets from other districts were made available as resource materials; the career awareness resource teacher complied a file of over 200 individual classroom activities classified by program areas; the district Educational Materials Center has over 400 audio-visual materials and kits related to career awareness classified by subject area and each building coordinator received a list of these materials; and two "Materials Fairs" were held in the district. At these Fairs materials from the schools as well as commercial kits and games were on display. Attendance was excellent (153 people) at the first fair in the Spring of 1975, but less (46 people) at the second which was held in the Fall of 1975.

In addition, two elementary schools pilot tested career awareness materials developed by Eastern Illinois University entitled Enrichment of Teachers and Counselors Competencies in Career Education, K-6. Three elementary and one junior high school pilot tested career awareness and career exploration curriculum kits for grades 4-8 developed by the Oregon State Department of Education. These kits will be available for use soon.

Career Exploration

The ECEP has served to extend and expand the activities begun in the junior high schools through the C.O.R.E. project in 1969 through 1972. The junior highs have further developed the industrial arts curriculum, home economics curriculum, the Self Understanding Through Occupational Exploration (S.U.T.O.E.) classes for ninth grade students, work experience opportunities, and group guidance and course offerings.

Release day inservices began during December, 1973. The first release days were planned by building principals and district and project administrators. Subsequent release day inservices were planned and conducted by building coordinators. Nearly all inservices were conducted in the individual buildings except in the fall of 1974 before school began when all four junior highs combined for two days of inservices conducted by the Oregon State Department of Education. And again, in January, 1976, the junior high staff met with all elementary and senior high staffs in small group sessions during the release day.

In the Fall of 1975 all junior high schools began receiving the services of a secondary career education resource teacher. Bobbie Newman and George Stewart were employed half-time each and were responsible for two junior high schools and one senior high school each. Jerry Bishop took over Bobbie Newman's position in January 1976 when she acquired administrative duties at her school.

As a part of staff development, numerous junior high staff visited programs and demonstrations of career education in other in-district buildings as well as visiting other programs in the State of Oregon.

In addition to expanding the already existing career and vocational programs in the junior high schools the project offered opportunities for new curriculum development. During the summer of 1974 sixteen junior high staff members representing all four schools developed an activity and unit booklet for classroom use entitled "Career Exploration Resource Guide for Activities in the Four Life Roles." This booklet contains career education activities classified by subject area and has been used by an increasing number of teachers each year.

Courses in consumer education, careers, women's studies, home economics for boys, decision making, self awareness and others were developed. Teachers increasingly integrated career education concepts into their existing programs.

Other activities which involved the junior high staff included: one junior high was involved in pilot testing of curriculum materials developed by the Oregon State Department of Education; schools began purchasing commercially prepared materials which will eventually be placed in career centers; and over 50 staff participated in summer workshops to develop materials and to plan curriculum.

By the end of their junior high experience all students will have had at least one career education experience in addition to their participation in the Advisor/Advisee program. The Advisor/Advisee program has been developed in each junior high school so that all students will or did have regular contact with an adult for purposes of career and personal guidance, instruction in career decision making, and school course planning. (See Appendix D.) Both administrators and staff members were involved. During the Fall of 1975 many contacts were made by the advisors to the home of their advisees. A follow-up survey was then taken to determine how parents felt about this type of program and the outcome was favorable. All junior high students also had access to the Career Information Service (CIS) computer terminal and will soon have a complete career center available in each school.

Specific career oriented courses as well as career concepts integrated with standard courses and the use of many community resource speakers and field trips made up the rest of the junior high students' career education.

Career Preparation

The Exemplary Career Education Project attempted to expand the career and vocational offerings for high school students.

Workshops were planned during the first year of the project for the Summer of 1974. They provided an opportunity to expedite the component for the beginning of the second year. There were 10 workshops that involved senior high teachers and administrators during the Summer of 1974 and another 10 during the Summer of 1975. Many booklets, brochures and other materials for classroom use were developed including a handbook for the secondary building coordinators which provided a set of guidelines and directions to aid them with their duties. In addition, district workshops and college courses helped bring out untapped personnel leadership that aided the project's development.

For the third year the two half-time resource teachers were available. As with the junior high schools, each resource teacher was responsible for one of the senior high schools.

And, again as with the junior high schools, the Advisor/Advisee program proved to be a good vehicle for staff involvement in career education. They, too, were involved in home contacts last Fall. To further enhance the development of the preparation programs the guidance component was integrated into the components during the second year of the project.

Frank Alexander, Coordinator of Student Placement, sends out a follow-up questionnaire to high school graduates nine months, and, then again, two years following their graduation. (See Appendix E.) The study includes questions on present occupational data, reasons for taking the job currently held, annual income, career choice motivation, feelings about the policy of the particular school attended and extra curricular activities.

The senior high schools continued the use of advisory committees for the cluster areas for: agriculture-forestry; Thurston High School business education; child care; communications; food services; Springfield High School industrial education; Thurston High School industrial education; marketing; and Springfield High School office education.

As in the junior high schools the computer terminal was a vital part of the career education program. Each school also formed a career center committee to assist in ordering materials usable in a building career center.

One unique class that has been developed and offered is "World of Work." Any student who works at a job in the community (procurred by that student) is eligible for the class. During the first nine-week period the students attend the class as they would for any other subject. During the next three-nine week periods they meet with the instructor once-a-week in a seminar to discuss progress, problems, etc. Upon completion of the course the students receive one credit toward the graduation requirement.

Post School Placement

During the first year of the project a post school placement advisory committee was formed and coordinated by Frank Alexander, Student Placement Coordinator. It was composed of people working in the fields of personnel management, placement, employment, business administration and allied areas.

In May, 1974, Mr. Al Wendt, EPDA Intern, submitted an "Early School Leavers" report of students who left school prior to their graduation. This survey was intended to be a start to follow-up an element of students who, although they leave prior to graduation, are a product of the school as are the graduates. As was suspected, mailing was not highly successful in reaching these individuals. Three hundred and forty-seven surveys were sent out - 58 returned as non-deliverable with no forwarding address. Forty-six surveys were returned.

The survey population was all early leavers during the 1972-73 school year and also the 1973-74 school year up to the first of April. This did not include students who transferred to other schools - or at least they did not give that indication at the time of withdrawal. It seemed that the type of students that dropped out were largely in a general studies program and not making use of the vocational or cluster classes that were available. The main reason for dropping out given by the returned surveys was "just tired of school." This may be a key in working towards retention.

In July, 1974, the Vocational Information and Placement (VIP) program began operation. The purpose of the VIP program was to serve high school graduates, drop outs, and potential drop outs. Mrs. Roma Cleveland was hired as employment specialist and an office was located in a local shopping center between the two high schools for easy access. (Job Description, Appendix A.)

Mrs. Cleveland set out to develop materials to aid applicants in interviewing and job-getting techniques. A brochure, a handbook and two color videotapes of mock job interviews were developed. Not only were these materials used with school leavers but by teachers in both high schools for all students.

In addition, a questionnaire was sent to over 1500 businesses and industries in the local area. (See Appendix D.) This inquiry was to gather employment information including the names of those who do hiring, entry level jobs available, do they hire youth, etc. A file of all applicants who signed up with the VIP office, employers and placements was kept.

After 18 months of operation the VIP program was evaluated by an Evaluation Review Team. They were charged with the task of: evaluating the practices of the VIP Office as they relate to the Oregon Assessment Model for Career Education; guidance and counseling thrusts; inservice implications for teacher education; validity and availability of job information to school leavers; and effectiveness of present follow-up procedures. The following is a quote from that report: "One thing is for certain, there is a lot of reality with this project. Some of it not too digestable by some educators - the drop out problem, low motivation, low entry jobs, lack of proper counseling, poor job information, intra-agencies confusion of services to youth and on it goes. These all have an effect on how well we are doing the job for our students through our present vocational programs. It's refreshing to see someone finally doing something about it. However, it needs more exposure and more time to have the potential effect that this writer feels is possible." (See Appendix E.)

D. Results and Accomplishments

The results and accomplishments of the project in relation to the stated goals and objectives are listed below:

District - Grades 1-14

Goal: Demonstrate a model comprehensive career education process.

Results: A model program was developed and functioned throughout the three years which involved all 20 schools, 9,500 students and 591 staff members. There were 50 demonstration days involving all levels where schools were opened to visitors from within and outside of this district and from the community. (Brochures, sample schedule, Appendix C.) Visitors totaling 1,269 on these days for the three years viewed career education activities as they were being done with students. In addition, 1,830 project-produced materials (teacher's guides, handbooks) have been distributed outside this district upon request. (List, Appendix C.) Over 50 staff have been used as consultants or speakers presenting the project to more than 1,500 people representing various groups (districts, colleges, universities, other educational agencies, community, conferences and workshops).

Goal: Demonstrate district and building long-range plans.

Results: A long-range plan for each building which has been revised and up-dated each year is on file in the Career Education Office and in each respective school. These plans are often used by other districts in their planning process. A district long-range plan for each level is on file in the Career Education Office, in the building files and at the State Department of Education.

Guidance, Grades 1-12

Goal: To improve counselor's skills in serving as a resource person to students and staff.

Results: The Coordinator of Student Services, Chuck Crone, held regular meetings with elementary and secondary counselors. In addition, many summer and other workshops were provided for counselor training in career education and guidance. There were eight guidance-related workshops involving approximately 154 counselors and teachers covering such topics as: how to be an academic advisor; values and the school; advisor/advisee programs; and test interpretations. In addition, there was a one-week career guidance cadre workshop for grades 7-12 that two counselors attended and another one-week workshop for cadre training for grades 4-8 which was also attended by staff members.

Goal: Assist teachers in developing a guidance point-of-view.

Results: Secondary counselors were very instrumental in the development of the advisor/advisee program for all secondary schools. The program involved all staff and students in career guidance, class planning and decision making. This program will be continued in the schools. At the elementary level, counselors assisted teachers in the utilization of such guidance materials as Magic Circle, SRA Focus, Duso, Toward Affective Development and others. Over 50% of the building inservices included some aspect of guidance. In addition, eight graduate credit college courses were offered to all staff. One class was strictly career guidance for elementary teachers and the others contained a heavy guidance orientation. Over 200 elementary and secondary staff attended these classes.

Goal: Provide guidance which is relevant to each student's tentative career choice and life roles (family, citizen, occupational, leisure time).

Results: During the first year of the project it was decided that this goal and other guidance goals could best be met by integrating the guidance component into the other four components. The project components were then rewritten with guidance as an integral part of awareness, exploration, preparation and post-school placement. Therefore, relevant guidance was provided for secondary students through building counselors and teachers, primarily through the advisor/advisee programs. Elementary students also worked with counselors and staff in a number of guidance activities related to tentative career choice and life roles.

Career Awareness - Grades 1-6

Goal: To familiarize total elementary staff with career awareness models.

Results: The staff was inserviced through building release day meetings. More than 140 elementary staff also participated in college level courses in career awareness and career guidance, and staff members made 584 visits to existing career awareness programs.

Goal: Expand career awareness programs in all buildings in the district.

Results: Three elementary buildings were operating minimal career awareness programs begun in 1973 with the C.O.R.E. project. By June, 1974 all buildings were participating. At the beginning of the project, programs were basically four-life-role oriented (occupational, leisure time, citizen, family). As a result of the project further program goals and objectives were added. All schools were allocated monies for materials and supplies which were spent on a variety of career and guidance materials. Eight different district-produced activities guides were printed and made available. There were over 50 activity guides from other sources also available in the Career Education Office and over 200 individual classroom activities available from the elementary resource teacher. The district's Educational Material Center (EMC) houses over 500 career oriented audio-visual materials and kits available for check-out. It is important to note that career awareness, has been integrated into many of the curriculum areas and is not being labeled a separate subject to teach.

Goal: Develop career awareness activities to be used in the classroom.

Results: Again, summer workshops provided time and opportunity for the production of guides and handbooks containing activities for classroom use. The resource teacher developed 50 new classroom activities and gathered 150 additional ones from other sources. (Samples, See Appendix D.) Quarterly reports indicated that staff continually created new activities and units to meet the needs of their class and/or school. Actual games were made and were kept in the Career Education Office available to teachers for duplication.

Goal: Develop units for student involvement in self awareness, self understanding, responsibility and decision making.

Results: Two decision-making handbooks were written during summer workshops. All district-made activities and activities guides have classified the activities according to career awareness program areas including those mentioned in this goal. Audio-visual materials and kits were made available. Each building purchased materials relating to these goals. A Group Problem Solving Task assessment tool was administered to selected students during the first two years. In 1974, 87% of the students successfully completed the task and 90% completed it in 1975. A School Sentiment Index and a Self Observation Survey were also administered to selected students. (Results in Appendix F.)

Goal: Develop in students the ability to recognize that different occupations occur in different psychological and physiological settings.

Results: Several classroom activities were utilized that dealt with environment and work settings. An assessment tool, Contrasting Work Settings, was administered to all elementary students in May, 1975. The mean score of all elementary students was 81% correct responses.

Goal: Develop students awareness of life roles: family, occupations, citizenship and leisure time.

Results: A large number of activities were developed to identify roles and to show the relationship existing between them. A Life Roles Inventory was administered to all elementary students in May, 1974. Eighty-two per cent of the elementary students were able to correctly match 20 of 25 life activities with the proper life role or roles.

Career Exploration - Grades 7-9

Goal: To familiarize the total junior high staff with career exploration models.

Results: Total staff was inserviced through building release day meetings. More than 50 staff participated in career education or career guidance college level courses. Also, staff members made 163 visits to existing career education programs in other buildings and districts.

Goal: To expand career education into all junior high schools.

Results: In 1973 all junior high buildings were offering career and vocational courses as a result of the C.O.R.E. program. Through the Exemplary Project these courses were improved and career concepts were expanded. In addition, career concepts were integrated into many existing courses and subjects. During the three years the advisor/advisee program was well established in each school. S.U.T.O.E. (Self Understanding Through Occupational Education) classes continued to offer a large number of students an opportunity to explore many occupations through field trips and resource persons.

Goal: Provide students with a healthy self concept and positive attitude toward their career development.

Results: The expanded career programs available to the junior high students as well as their participation in the guidance oriented advisor/advisee program provided students with the affective and cognitive learning necessary for the development of positive self concepts and attitudes.

Goal: Explore a number of occupations or job families.

Results: In the school year 1975-76 85% of the 9th grade students participated in S.U.T.O.E. classes in all four junior high schools. During the year a large number of field trips were taken and resource persons were used in the exploration of occupations.

Goal: Provide decision making activities for students.

Results: New units in the area of decision making have been developed and implemented into social studies. Decision making skills and concepts are integrated into other courses including S.U.T.O.E. A decision making activities handbook was developed. A number of junior high staff attended a workshop on teaching decision making during the summer of 1975. Decision making skills were also practiced in advisor/advisee group sessions.

Career Preparation - Grades 10-12

Goal: To familiarize total high school staff with career preparation model.

Results: Total staff was inserviced through building release days. Approximately 20 staff participated in career education or career guidance college level courses.

Fifty-three staff members visited other district buildings and other districts. Staff was involved in demonstration day activities in their own schools as well.

Goal: Expand career preparation programs in all buildings in the district.

Results: Both high schools were involved in the project. Infusion of career education into the subject areas occurred. Twenty-four summer workshops were completed to assist teachers with developing programs for their classroom needs and nine booklets were developed by the high school staff for classroom use. Additional computer terminals were provided for students to use to obtain career information. All students and staff were involved in the advisor/advisee program. Diversified Occupations classes were expanded and a child development cluster was added. The food services cluster was also expanded. A feasibility study was made for implementation of a communications cluster.

Goal: Develop concepts related to life roles in total curriculum.

Results: Teachers developed materials and activities for classroom use during summer workshops and inservices. Schools administered GATB (General Aptitude Test Battery) and VPI (Vocational Placement Inventory) tests to tenth graders.

Goal: Identify students' interest and abilities.

Results: Students' interests and abilities were identified in advisor/advisee groups and in other classes. Frank Alexander, Student Placement Coordinator, conducted follow-up studies of graduating classes nine-months and again two years after graduation. The study assessed educational experiences as related to occupational choices.

Goal: Provide information and skill development for students' career goals (1) at the job entry level; (2) at the vocational/technical level; or (3) at the baccalaureate level.

Results: Tests results were made available to students and teachers. Advisors conducted personal interviews with students to assist in decisions. Students who were disadvantaged or handicapped were identified and served. Group guidance was provided through the advisor/advisee program. Techniques for articulation of programs were improved.

Goal: Provide an opportunity for students to apply skills through a cooperative work experience program.

Results: The number of students involved in the Cooperative Work Experience program for the past three years was: 1973-74, 130; 1974-75, 141; and 1975-76, 155. Many students remained on the job after graduation. An Appreciation Banquet was held at the end of each year.

Post School Placement

Goal: To develop a group training guidance process to assist school leavers.

Results: The VIP Employment Specialist, Roma Cleveland, has developed several brochures and handouts to aid students in job search, post school training, interviews, etc. In addition, she has developed a series of job interview video tapes designed to teach students methods of interviewing and she has developed a slide/tape on resume writing.

Goal: To publicize Vocational Information and Placement services.

Results: Information on the VIP services has been provided to all high school instructors through workshops and inservices. A large number of business contacts have been made that have resulted in over 150 job orders. Some contact has been made with service clubs. VIP information has been provided to high school students and early school leavers by direct contact and letters. There have been numerous news articles and television appearances covering this service also.

Goal: Provide placement assistance for all school leavers.

Results: Effort has been made on the part of the VIP staff to provide information to all students through direct mail, teacher contact and school presentations. Four hundred twenty-nine students have received counseling service and 161 have been placed in jobs while the remainder have been placed in post school training situations or in the armed services. Furthermore, youth have been provided support through counseling and individual contact during their first six months on the job. The VIP office has provided students with liaison information on all of the employment agencies and has used the services of several agencies. Many students have been counseled to remain in high school.

Goal: Provide students with information about post school training opportunities.

Results: The VIP Office has maintained a large selection of materials and information about post school training opportunities. These have been made available to students at the VIP office as well as students in the schools. The VIP office kept regular contact with those agencies in order to maintain up-to-date information.

Miscellaneous

The following results or accomplishments were not discussed under the components but are worthy of mentioning because of the value received from them:

Travel: District administrators and teaching staff members travelled to such locations as: Region X Office, Seattle, Washington; Ohio State Vocational and Technical Education Center, Columbus, Ohio; Santa Barbara School District, Santa Barbara, California; National Coordinating Conference for Administrators of Part D Program, Dallas, Texas; Region X Meeting, Anchorage School District, Anchorage, Alaska; the Southern California area to view guidance programs; Arizona Career Education Conferences, Phoenix, Arizona and Tucson, Arizona; and Region X Meeting, Blackfoot, Idaho.

Slide-Tape Presentation: A slide-tape presentation was developed during the second year of the Project to enhance the dissemination of the programs. It is used with visitors to our school district, service clubs, community and educational organizations. It was assembled by the Visual Communications Services Corporation of Eugene. They were assisted by the Project administration in writing the script. It is 10 minutes in length and presents a good overview of the Project. It has been very well accepted and widely used.

Community Involvement in the Project: The Exemplary Career Education Project provided opportunities for the schools to involve the community as resource people, aides and as advisory group members. Many schools repeated activities used during demonstration days in the evenings for parents and interested people. These special activities were very successful.

Project Advisory Council: The Exemplary Career Education Advisory Council, consisting of Project administration and district administration associated with the Project, met weekly during the three years. The meetings followed an agenda including reports, planning of activities, discussion of results and direction for the Project. These meetings provided leadership and guidance.

Career Education Mini-Grants: Staff members were invited to submit mini-grant proposals during the project. Guidelines for funding were developed, criteria for judging proposals was given, amount of money per student indicated and a final report or evaluation had to be submitted. (See Appendix D.) This provided an opportunity for one or more staff members to develop a program to use in their teaching.

Project Management System: A Project Management System was developed each year by the project coordinator and third party evaluator. The management schematic clearly defined that tasks and responsibilities of each member of the administrative team.

Exemplary Career Education News: This was handed out to every employee in the Springfield School District monthly during the school year. It reported on new ideas, upcoming events and classroom activities used by teachers. Items covered all grades from 1-12.

"What's Going On Here": This news magazine is published by the Office of Communications and includes editorial observations from the editor, information and news items about all areas in the district. An attempt was made to have an item in each publication that related to the Exemplary Career Education Project.

Career Education Publicity Calendar: This calendar was developed in the fall before the beginning of school. It included the topic, month to be reported, the contact person for the school district and telephone number and the recommended medium (in-district newsletters, County IED letter, radio, TV, newspaper).

"Report to the Public": This edition is distributed to the community by the Office of Communications three times a year. It highlights the district's activities, coming events, etc. so the parents, businesses and community are aware of the school district.

E. Evaluation of the Project

1. Third Party Evaluation (Submitted by: E. Wayne Courtney)

The Program Description

The Springfield School District No. 19 covers an approximate area of 185 square miles which includes fourteen (14) elementary schools, four (4) junior high schools, and two (2) senior high schools. The District enrolls approximately 10,000 students in the total school population with slightly more than 900 work force personnel managing the District educational program.

The majority of the Springfield laboring force is involved in sawmill, plywood, and logging type work. A significant number are involved in supportive roles such as supplying culverts, logging trailers, belts, chain, and wire rope to the industry. Besides the Weyerhaeuser Plant, there are two large manufacturing plants there which build logging trailers, a briquet plant, and the Borden's Chemical, which supplies glue for the veneer. Springfield is very much a "lunch bucket community"; one which understands the values that help a student make decisions regarding occupational interest and life goals.

During the 1959-60 year, plans were being developed to construct a new high school, Thurston High School. The planners felt that increasing the heavy lab facilities to accommodate vocational classes was a necessity. At the opening of Thurston, it was quite apparent that this particular high school facility had some added shop space necessary to provide an emphasis on vocational training. During 1964-65 a lay advisory committee studies the old Springfield High School facility to determine what kind of steps could be economically performed to bring the building up to standards, or if it should be removed and a new building constructed. They also made their thoughts known that a comprehensive educational program was needed for the kids in the community. In 1968, during Christmas vacation, five staff members from Oregon State met with the Springfield School Board to discuss the possibilities of developing a new model in public education. The model was to place greater emphasis on the relevance of school to the four life roles: family, citizen, avocational, and occupational. Shortly after that meeting, funds were received from the U.S. Office through Oregon State University to finance an experiment to try and provide such a new model for education. Springfield was selected as the District to develop such a model. In this task a great deal of effort was made to involve students, parents and business people in a needs assessment which would provide the foundation for education. In addition to the four life roles, a process was needed for students to be able to interact with others in problem-solving cases which involved social issues, to look at individual responsibilities, and in life goal planning; therefore, parent/student planning emerged in the junior high schools. This thrust assisted the communication link between the home and the school.

In 1972, the District was invited to send a District team to Ohio State University to receive direction and guidance in preparing a proposal of a school model involving a great emphasis in Career Education. Considerable effort was put forth in developing such a plan. Springfield was not selected as one of the model project schools; this was due mainly to philosophical differences in that Springfield did not feel that a program of materials could be packaged and made transportable to school districts.

Following this experience, in December of 1972, a proposal was prepared for Exemplary Career Education funding under Part D of the Vocational Education Act of 1968. The District submitted a proposal very similar in scope and objective to that prepared for the Ohio State Model Project. This proposal was approved and funded for a three-year period beginning July 1, 1973 and ending June 30, 1976. The Project is now completing its third year of the three-year base; the present report covers the process evaluation for the third-year period.

The Program Assessment

The final process assessment is reported according to the components and objectives peculiar to the Project's funding proposal. Its format parallels previous evaluation reporting and is considered to be amenable to the wishes of the Project administrators.

A process evaluation* includes information necessary to the decision making aspects of the Project's operation. Although the Project managers and coordinators are the principal recipients of such information, the reporting of process materials also substantiates the status of the various goals and objectives in terms of closure. The process evaluation considers each major component area and is based upon a total of thirty-eight (38) on-site visits which were made to the District during the 1976-76 school year by Third Party Evaluation personnel.

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*Note: The Product Assessment, which will include the statistical analysis of pretest and posttest data for Grades 3, 6, 9. and 12 is found in Appendix F.

Springfield personnel have been completely cooperative in providing requested information necessary to the assessment plan. School visits, including those to Demonstration Day and Release Day activities, were made at all levels within the system by Third Party Evaluation staff during the year. Also, numerous planning and coordination meetings were held with Career Education staff during the scope of the evaluation. The Project administrators have provided additional input through informal and formal contacts with the Third Party Evaluator.

The report is organized so that information is recorded and related to the three major Project objectives. These objectives include the following:

1. To continue and expand the development and implementation of new and proven career education and career guidance concepts.

2. To demonstrate the process used in developing and implementing concepts within career education and career guidance.

3. To provide a visible and transportable model of career education activities, materials, and processes to interested people.

Objective No. 1

To continue and expand the development and implementation of new and proven career education and career guidance concepts.

1.1 Commendations. The district is to be commended for:

1.1.1. A comprehensive inservice program. A comprehensive plan for inservice was developed and carried out. Early release days were held throughout the year to facilitate staff development efforts.

1.1.2. Cadre training in guidance techniques that has reached a large number of people.

1.1.3 The appointment of counselors to serve as resource people to staff members in the area of decision-making.

1.1.4. The assignment of secondary resource teachers to feeder junior high schools.

1.1.5. The assignment of building coordinators for each of the four junior high schools.

1.1.6. Providing staff members with the opportunity to visit other programs and projects and career education conferences and workshops.

1.1.7. The formation of advisor-advisee groups that promote interaction in small groups with peers and staff.

1.1.8. The excellent integration of career awareness units into the elementary school curriculum.

1.2 **Recommendations.** It is recommended:

1.2.1. That greater effort be made to integrate career education units into the junior and senior high school curriculum.

1.2.2. That individual staff members be given the opportunity to develop and formulate the inter-relationship of their subject area with career education.

1.2.3. That greater effort be placed on "follow-up" and "carry-through" with activities started in early release, staff development days; e.g., articulation and Arizona Matrix.

1.2.4. That, as funds permit, staff members be sent to observe on-going exemplary programs outside the district.

1.2.5. That procedures be developed and carried out to facilitate implementation of career exploration activities at the junior high school.

Objective No. 2

To demonstrate the process used in developing and implementing concepts within career education and career guidance.

2.1 **Commendations.** The district is to be commended for:

2.1.1. Demonstration days observed at Mt. Vernon Elementary School and Briggs, Hamlin, Springfield, and Thurston junior high schools. They provided excellent opportunities for observation of processes and products dealing with career education and career guidance.

2.1.2. Such days demonstrated the following:

2.1.2.1. Advisor-advisee groups that promote student interaction in small groups with peers and teachers.

2.1.2.2. SUTOE classes that provide opportunities for students to explore their own interests and develop more positve attitudes toward work.

2.1.2.3. Guide groups that involve students with teachers and parents in discussion, evaluation, and decision-making.

2.1.2.4. "Hands-on" learning activities that enable students to actually use tools, materials, and processes related to industrial arts, business, and home economics.

2.1.2.5. Values decision-making class taught at Springfield Junior High School. It is an excellent group process activity approach to valuing, values clarification.

2.1.3. Career Awareness Fair that enables staff members and community people to view exemplary materials.

2.2 **Recommendations.** It is recommended:

2.2.1 That more formal instruction be organized whereby all junior high school students have the opportunity to explore careers.

2.2.2. That the Career Awareness Fair be expanded to include exploratory, preparation, and post-secondary placement; as well as the awareness level.

2.2.3. That the "demonstration day" concept be continued at all levels.

2.2.4. That staff members from all levels be encouraged to attend demonstration days at levels other than their own.

Objective No. 3

To provide a visible and transportable model of career education activities, materials, and processes to interested people.

3.1 **Commendations.** The district is to be commended for:

3.1.1. The "Career Education Newsletter". It serves a vital function in the communication process.

3.1.2. The district's comprehensive public relations effort. It has helped communicate project effort and activity.

3.1.3. The green folders and their contents that were given to each demonstration day visitor. They provided excellent project background.

3.1.4. Guide cards used on a limited basis. They appear to facilitate student-staff interaction and guidance.

3.1.5. The wealth of documents developed by staff members through inservice activities (See Appendix C).

3.2. **Recommendations.** It is recommended:

3.2.1. That, as funds permit, workshops be offered and/or extended contract time be granted to develop or refine materials.

3.2.2. That, as funds permit, selected staff members be supported for purposes of developing basic sets of job-careers materials relating jobs to subject matter.

3.2.3. That these basic sets of materials be rotated through the appropriate district buildings on a continuous basis.

3.2.4. That a brief booklet describing the model and its components be developed for dissemination.

3.2.5. That public relations activities regarding career education be continued on a planned basis.

Summary

The school district has put forth great effort to continue and expand the development and implementation of new and proven career education and career guidance concepts. The district has further done a commendable job of demonstrating processes and products used in developing and implementing career education and guidance concepts. A large number of excellent teacher-generated products have been developed and disseminated. The project managers have done an outstanding job of providing a visible and transportable model to interested people in Oregon and elsewhere.

The elementary school level appears to be the area in which the greatest amount of exemplary career activity has occurred. There appears to be less exemplary career activity at the junior and senior high school levels. The advisor-advisee groups, SUTOE, decision-making class, selected clusters, and the Vocational Information and Placement Services are notable exceptions. Such activities, however, fulfill only a small part of the district's stated philosophy, goals, and objectives.

The junior high school level exhibits the least amount of exemplary career activity. Little evidence is available to suggest that a concerted effort is being made at this level to provide students with the experiences and activities in which they can develop the following:

An understanding between career choice and school courses.

Decision-making skills through "hands-on" laboratory experiences.

Positive attitudes toward their own career development.

Understanding of a number of occupations or job families.

Career hypotheses.

Understanding of educational and vocational resources.

A sense of independence.

Knowledge about occupations and work settings.

There still remains much to be done at the junior high school level in order to facilitate career development. The task remains to provide students with a wide variety of learning experiences that help them to know their own abilities and interests, as well as to explore a number of occupations which may help them in logical educational planning.

The preparation component of career education reaches approximately 43 percent of the student enrollment for grades 10-12. Long range plans are functional for both high schools in the Springfield District.

The Post-School Placement component of the Springfield program extends over nearly two years, during which time it has operated out of an off-school facility in the community. Previous interim reports have emphasized the positive thrusts associated with this component.

2. District Self Assessment (Elementary) by Project Staff

During the first year of the project the elementary building coordinators developed a series of assessment instruments to be used with elementary staff, students and the community. These items were used more for program development than for measurement.

The items were administered during the first and second years of the project in addition to the third party evaluation. During the third year of the project the third party evaluator used two of the instruments as part of his assessment and they were not re-administered by us.

A brief summary of the results for each instrument follows:

Group Problem Solving Tasks

By the end of three years of participation in the career awareness process, 75% of the elementary students will be able to demonstrate their ability to complete group problem-solving tasks. The process of decision making plays a major role in the career awareness process. This instrument was an attempt to check student abilities in making individual and group decisions. The instrument was given to a sample of approximately 2,500 students in grades 1-6.

Contrasting Work Settings

By the end of the 2nd year each elementary student will be able to identify at least 10 contrasting work settings and an occupation for each. The purpose of this instrument was to provide a check on student ability to identify an occupation with its typical work setting or environment. Primary results: 2,112 students completed the 10-item instrument. The students correctly identified 17,143 of the 21,120 possible correct responses for a percentage of 81%. Intermediate results: The 10-item instrument was completed by 1,998 students. The students correctly identified 16,198 of the 19,980 possible correct responses for a percentage of 81%. It was recommended that this instrument not be used after the first year.

School Sentiment Index

By the end of three years of participation in the career awareness process, 75% of the elementary students will show a growth in positive attitudes toward school as measured by the School Sentiment Index. The purpose of this instrument was to attempt to measure student attitudes toward teacher, subjects, peers, school structure and general items. If the career awareness process makes school more relevant for students (as was hoped) then student attitudes should have shifted toward more positive ones. The results of this instrument were used as a diagnostic tool for buildings and district in determining areas where student attitudes were low. The results were also used to plan programs for staff and students to institute change from negative attitudes to more positive ones. This instrument was given to students in years 1-4 in 1974 and years 2-5 in 1975. There was a general shift to less positive responses at all grade levels. Five categories showed slight shifts toward more positive attitudes whereas 15 categories either remained the same or shifted to a less positive attitude.

Life Role Inventory

By the end of the first year, given a list of 25 life role activities, 75% of the elementary students will be able to identify 20 corresponding roles, (occupation, family, citizenship and leisure time). This goal was met. Eighty-two per cent of all district students were able to identify at least 20 life role activities with a corresponding life role. However, by year level, only 72% of the 4th year and 73% of the 6th year students were able to complete this task.

Staff Self-Evaluation Inventory

The purpose of this instrument was to show direction of change in staff self-evaluation of their participation in career awareness. Results below are for the first and second years of the project.

Two-hundred and ten elementary staff members completed the Inventory. The results showed a general shift toward more involvement by staff in some areas, less in others. Areas in which there was more involvement were: (Per cents show the number of staff members indicating involvement in the activity in 1974 in comparison with 1975).

Using career literature and data - 90%-97%
Using career games and materials - 87%-94%
Using resource people - 60%-70%
Using career awareness guides - 73%-85%
Using parents to present information in their classes - 40%-49%
Using self awareness and appreciation activities - 72%-97%

Involve students in interviewing parents and others about their jobs - 60%-67%
Involve students in field trips for career awareness - 60%-65%
Involve students in identifying tools, clothes, materials and equipment used in occupation - 87%-89%

Communicate career awareness information to school community - 72%-84%

Can identify district long-range goals in career awareness - 81%-87%

Those areas showing the same involvement or less involvement by staff for 1974 and 1975 were:

Involving students in classroom projects simulating tasks of real workers - 83%-81%
Involving students in doing research about occupations that are of interest to them - 75%-71%
Involving students in identifying careers of parents - 14%-14%
Involving students in studying occupations of school system employees - 71%-66%

Involving students in understanding worksettings - 85%-83%

Involving students in group and individual problem solving techniques - 97%-95%
Involving students in group and individual decision-making processes - 98%-96%
Involving students in social and citizen responsibilities - 99%-98%

Goal Statements

The purpose of the activity was for staff to identify career awareness goals they feel are most important for the students to learn.

The following is a comparison of the district rank-orders (priorities) over a year-and-a-half period:

Priority Rank-Order	November, 1973	May, 1974	May, 1975
1	Self- Appreciation & Attitudes	Self Awareness	Self Awareness
2	Self Awareness	Self Appreciation & Attitudes	Self Appreciation & Attitudes
3	Decision-Making	Decision-Making	Decision-Making
4	Not Available	Skill Awareness	Skill Awareness
5	Not Available	Group Process	Group Process
6	Not Available	Educational Awareness	Educational Awareness
7	Economic Awareness	World of Work	World of Work
8	World of Work	Economic Awareness	Economic Awareness

Community Survey

The purpose was to develop and expand communications so that there was a broad understanding and acceptance of the Career Awareness Process.

Each building distributed and collected an attitudinal survey once a year within the school attendance area, to an equivalent of 5-10% of the student population. The second year, a Community Priority Ranking of Goals was also distributed.

The first distribution of an attitudinal survey for this procedure was accomplished during June, 1974. Approximately 300 homes completed and returned an attitudinal survey. This represents about 6% of the elementary student population. During June-July, 1975, this was again accomplished although only 168 Community Surveys were returned (3½% of the elementary student population).

The Community Survey was used in assessing the community's awareness of career education, identifying community sources of information and allowing for better dispensation of information to the community.

The Community Priority Ranking of Goals was used in determining possible building goals as related to community priorities.

District-Wide Staff Survey

In the Spring of 1976 (the final year of the Exemplary Career Education Project) a staff survey was developed and administered to all district staff members. The purpose of this survey was to compile data on staff and student involvement in career education. Data was collected and compiled separately for each level (elementary, junior high and senior high) and for each school. For the purpose of this report, the results of these three levels have been combined and converted to percentages.

Number of teachers in district: 591. Number of returned surveys: 449

Total by years in district: 1 year - 10%; 2-3 years - 17%; 4 or more years - 70%; and N/A - 3%.

1. Please compare the amount of involvement you now have (with children) in the following areas of career educaion with the amount you had three years ago:

Career Education Program Areas:	Very much higher than 3 yrs. ago	Higher than 3 yrs. ago	About the same	Less than 3 yrs. ago
OCCUPATIONS · Providing students with information about various occupations and work in general.	1 11%	2 51%	3 36%	4 2%
LIFE ROLES: Relationships between occupations and other roles such as family, citizen, individual.	1 6%	2 50%	3 40%	4 4%
ECONOMICS: Information relating to goods, services, prices, producer, consumer, etc.	1 5%	2 36%	3 56%	4 3%
BASIC SKILLS: Relationship of reading, writing, computing, problem solving and other school subjects to occupations, work and other life roles.	1 10%	2 47%	3 41%	4 2%
GROUP PROCESS SKILLS: Communicating as an individual, as a group member. Functioning in a group, group problem solving, etc.	1 20%	2 42%	3 36%	4 2%
SELF AWARENESS: Awareness of self (and others) as individuals who have certain likes and dislikes, abilities and disabilities, feelings and values.	1 20%	2 45%	3 33%	4 2%

Career Education Program Areas:	Very much higher than 3 yrs. ago	Higher than 3 yrs. ago	About the same	Less than 3 yrs. ago
VALUES CLARIFICATION: Stating and clarifying own values, feelings and attitudes about people, places and situations as an aid to personal growth and decision making.	1 14%	2 47%	3 36%	4 3%
DECISION MAKING SKILLS: Learning and practicing skills which lead to the most desirable and effective decisions for an individual.	1 14%	2 46%	3 38%	4 2%
APPRECIATION OF OTHERS: Concept that all people, themselves and others, have dignity and worth.	1 15%	2 42%	3 38%	4 5%

2. How well do you feel your students have developed concepts and knowledge in these areas compared with your students of three years ago:

Career Education Program Areas:	Much better than 3 yrs.	Better than 3 yrs. ago	About the same	Not as well as 3 yrs. ago
OCCUPATIONAL	1 - 13%	2 - 50%	3 - 35%	4 - 2%
LIFE ROLES	1 - 4%	2 - 48%	3 - 44%	4 - 4%
ECONOMICS	1 - 4%	2 - 37%	3 - 57%	4 - 2%
BASIC SKILLS	1 - 5%	2 - 42%	3 - 40%	4 - 7%
GROUP PROCESS	1 - 10%	2 - 45%	3 - 40%	4 - 5%
SELF AWARENESS	1 - 14%	2 - 50%	3 - 33%	4 - 3%
VALUES CLARIFICATION	1 - 9%	2 - 43%	3 - 44%	4 - 4%
DECISION MAKING	1 - 10%	2 - 46%	3 - 40%	4 - 4%
APPRECIATION OF OTHERS	1 - 9%	2 - 40%	3 - 44%	4 - 7%

3. How has your understanding about career education changed in the past three years?

Much higher than 3 years ago	Higher than 3 years ago	About the same	Less than 3 years ago
1	2	3	4
19%	55%	22%	12%

4. Of what value is career education (as outlined in Item I) to students?

Highly valuable or high priority	Valuable but of medium priority	Worth doing but a low priority	No value
1	2	3	4
24%	54%	20%	42%

5. Is career education included in your class(es) on a fairly regular basis?

63% Yes 37% No

6. Do you feel career education is pretty well integrated into your classroom(s) or assignment?

66% Yes 34% No

7. How much of your time is spent dealing with career guidance for students?

4% 75%-100% 50% 50%-75% 19% 25%-50% 66% 0%-25%

How much value do you place on career guidance in the classroom?

Highly valuable	Valuable	Fairly valuable	No value to me
1	2	3	4
11%	35%	45%	9%

8. Will you continue career education activities with your students next year?

87% Yes 10% No 3% N/A

In summary, the staff survey showed several significant results. Compared with three years ago, a large number of the staff feel they have a greater amount of involvement in career education with their students and that their current students have better developed career education concepts than students of three years ago. Staff understanding of career concepts have also increased. Almost 75% of the staff feel their own understanding of career education is higher than three years ago and even more feel that career education is a medium or high priority for their students.

Career education seems to have found its way into the classroom as 66% of the staff felt it has been integrated into their classrooms.

Two items indicate a fair amount of involvement in career guidance within the classroom. And probably the most significant of all is the fact that 87% of the staff said they will continue career education activities with their students next year.

F. Conclusions, Implications, Recommendations for the Future

Conclusions:

The goals of this project, as stated earlier in this report, have been met. The district is demonstrating a comprehensive career education process, a model involving all staff and students at all grade levels. This model is being furthered by the development and implementation of building and district long-range plans.

Guidance has become an integral part of each school's program at both the elementary and secondary levels, involving counselors and teachers.

Career awareness has been a strong part of the total program. Elementary students are receiving instruction involving a wide variety of activities related to career concepts. Self awareness, decision making, group process skills and life roles (family, citizenship, occupation and leisure time) have been emphasized. In addition, these and other career concepts have been integrated into the basic school subjects, giving school new meaning and relevance for students. Elementary students have not only received a broad awareness of jobs and working but have experienced and practiced many of the necessary skills needed to make realistic and effective work and life decisions.

In the junior high program students receive a more intense opportunity to explore various occupations through the S.U.T.O.E. program. As ninth graders they are able to explore a large number of jobs through field trips and resource speakers. Other career and vocational courses are open to all students as well. The Advisor/Advisee program has been a highlight of the secondary level. It is through this program that much of the career and school planning is done, decision-making skills are practiced and individual guidance occurs. Career and vocational courses have been expanded and career concepts are being integrated into other subjects.

In the senior high schools students receive actual career preparation through cluster programs, work experience and vocational and career courses. As in the junior high schools, students receive career and individual guidance through the Advisor/Advisee program. High school students and early school leavers also receive assistance, counseling and job seeking information from the post-school placement program.

Implications:

Formal and informal evaluation of the project seem to imply the following:

1. Career education is more than just learning about jobs and working. It involves experiencing and learning various skills, processes, knowledge and attitudes related to working on jobs, in groups and in different environments. Career education involves learning the various affective and cognative influences on one's career development. It involves learning the influences and relationships between one life role and another. It involves preparing one to make decisions, solve problems and communicate effectively with others in work situations.

2. As much as possible, career education should be integrated into the existing curriculum at all levels. It is much easier to integrate career concepts into the elementary program than the secondary. In the junior and senior high schools there is a need for more specialized career courses. However, career concepts can and should be integrated into the other school subjects.

3. Career guidance is an important aspect of a career education program and should occur at all levels. Career guidance combines affective learning, dealing with attitudes and self, with career knowledge to enable students to make decisions concerning their own career development. Self concept has a direct relation upon a student's learning and career development. As self concept becomes more positive one becomes more motivated to learn and achieve in all settings.

4. Active student involvement in career experiences (field trips, resource speakers, role playing, simulations, games, etc.) is a very effective teaching method and should be utilized as much as possible in combination with other learning experiences (books, films, tapes, etc.).

5. Strong staff inservice is needed to fully develop a comprehensive program. Inservice should be built around career concepts as well as actual classroom methods and materials. Staff learning and attitude is affected in a positive way if inservice offers practical, usable ideas for the classroom as well as career concepts and theory.

6. In order to develop a strong career education program a supportive leadership structure is needed. The leadership structure should include both district and building personnel. Open, direct communication needs to exist between all areas of the leadership structure as well as between leadership personnel and building staff.

7. The success of a career education program depends upon the strength of its leadership, staff development, curriculum development and materials available to staff. If these areas are maintained and supported then students will be insured of the best possible career education.

Recommendations:

In order to insure the continuance of the strong career education program begun by the Exemplary Project the following recommendations are made:

1. That the position of career education specialist be continued following the job descriptions of the project resource teachers.

2. That the position of building coordinator be continued in all elementary and secondary buildings following the job description developed by the project.

3. That adequate secretarial and clerical support be provided for these added positions.

4. That a program of teacher inservice be implemented. The purpose of this program is to maintain and upgrade the skills developed by staff during the Exemplary Project and to inservice new staff.

5. That long-range planning and revision be continued at all buildings and at the district level.

6. That career education materials be purchased as a part of the normal budgeting and purchasing procedures at the building and district levels.

7. That the curriculum developed by the project and new curriculum innovations be completely integrated into existing curricular programs through direct work with the district curriculum advisory committees.

8. That project information and materials be disseminated for one year (following the end of the project) only if state funds are available.

9. That all teachers develop one performance goal in career education each year.

10. That the school district continue with Demonstration Days and Release Days relating to career education.

11. That articulation is encouraged by providing teachers an opportunity to visit other buildings, levels, or other districts.

12. That a C/Ed inservice be provided for all new teachers to the Springfield School District before the start of each school year.

13. That all recommendations put forth in the third party evaluator's report be acted upon by existing career education and other district staff.

Staff Comments:

One measure of the project has been the comments of the staff. Below are comments made by building coordinators in their final quarterly reports.

"I would like to suggest new staff members have a performance goal assigned to them by building administrators dealing specifically with career education. It would be helpful if all other staff also had a performance goal dealing with career education also. In thinking back over the year, the greatest single portion of the career education program I see as having the greatest impact on students, staff and parents is the guide (advisor/advisee) program. I truly believe in the concept of the guide program – it includes academic advising, but the real important portion is the staff's personal contact with students and parents beyond the classroom setting. If we permit the guide program to grow and function we will see a real impact on those students involved in a few short years."

"There are two major areas where I see the project showing a great deal at our school: 1. Infusion of strategies - The majority of teachers who have been at Brattain for at least two years now integrate career awareness in their daily teaching styles. If you want to see 'flashy, special, or one time' happenings don't come to Brattain. If you want to see the basic ingredients of career awareness included in and interpreted into everyday teaching situations, then we have what you want. It's not as flashy, but it is truly gratifying to see. I'm proud of our staff and their commitment to C/A. 2. Communications. By using some of the skills we were taught through C/A, our staff opened up lines of communications to help solve common problems and to give each other a 'boost!' I personally, as building coordinator, am very pleased to have been a part of this project. I have gained as a teacher and have been rounded out by the many experiences that I've had and opportunities I might never have had otherwise."

"To a newcomer the effects of the career education program in Springfield are readily apparent. In comparison to the districts I came from, the amount of classroom career awareness taking place is most impressive. Particularly in the areas of self awareness and occupational awareness activities are the effects of the program seen. These two areas are now quite naturally integrated into the everyday instruction of each teacher. Two highlights for me this year were the demonstration day and the mini-courses. It was gratifying to see so much constructive interaction between the staff and community and so much productive activity from the students."

"Students are taught reading and math in meaningful situations where they are eager to find answers to questions they initiate."

"Seventeen staff members have taken 20 or more courses related to the project, and they have steadily moved toward involving the students in C/A activities. What we have learned during the past three years, the materials for use with students and the umbrella effect of the C/A concept will have a long lasting and positive effect throughout the district."

"The seeds for a number of years to come will be sprouting soon. The project has enabled so much more to happen than would have been possible through district efforts alone. We've come a long way and it's been very satisfying and rewarding to have been a part of the growth."

"The classroom accomplishments were really good and we got to really sharing. For example, if you didn't know how to bake bread, the one who did came to your room and helped you teach."

"Looking back over the past three years, I see our school as having taken its child-centered curriculum project and used C/A as a focus to integrate many things into the existing curriculum. Self-awareness has been greatly emphasized and many activities gathered and shared. I see the students as having developed a pretty good understanding of self and others, and of the various roles that people play. I personally feel that all of the time, effort and money spent on the project have been well worthwhile. I feel honored to have been a part of it."

"It is my feeling that the C/E program at TJHS has been successful this past year. There appears to be an increased awareness among staff and students as to the purposes and usefulness of C/E. Our staff has participated fully in all workshops and release days and have enrolled a high % of staff in district DCE career education classes."

"There is much more interest in human development programs. Magic Circle, values clarification activities and group processes and decision making activities have really been stressed. We had several inservices for teachers dealing with relating to kids and helping their self concepts. I have seen improvement in myself and others in this area."

"Career awareness is firmly fixed in this building. This faculty would not let it die in our building even if all funds and aid were stopped."

"Substitutes to give staff members an opportunity to visit other schools, districts or conferences has been a key item during the Project. This final year has seen at least 75% of the Hamlin staff out visiting others and observing first hand what others are doing and saying about career education."

"Several people realize the importance of beginning the sorting process about careers at this early age. This is recognized as a foundation for good decisions later. Another point brought up by one of our staff members, was the district-wide inservice day where there was a better sharing available for specialists than is possible at building levels."

"The staff has become much more involved with community in the classroom and utilizing community resources."

"Increased community involvement: many parents, grandparents, and friends our students have, shared their vocation or avocation with classes. One father, who at first, was reluctant to come, asked if he could return for a continuation of his talk after seeing the interest of the students."

APPENDIX A

Job Descriptions

- Project Coordinator
- Career Awareness Resource Teacher
- Secondary Resource Teacher
- Elementary Building Coordinator
- Secondary Building Coordinator
- Employment Specialist

THE PROJECT COORDINATOR WILL:

1. Be responsible to the LEA Curriculum Directors.

2. Develop a calendar of dates for the starting and completion of the different activities of the Project and make monthly critiques for each activity.

3. Be responsible for placing into sequence the activities and strategies for accomplishing the goals among the awareness, exploration and preparation levels of the program.

4. Be responsible for the preparation of monthly news articles about the project which shall be forwarded to the LEA administrative assistant for release to the news media.

5. Be responsible for the development and implementation of an ongoing program of evaluation which will show to what degree the goals and objectives of the project have been achieved. These reports shall be forwarded quarterly to the LEA Assistant Superintendent.

6. Provide inservice training for staff to be better able to carry out the strategies of the Career Education Program.

7. Coordinate the activities of the project with LEA Staff, especially those having responsibility for career education work experience, staff development and guidance services.

8. Provide for visitations and the dissemination of materials pertinent to the project.

Qualifications:

1. Minimum preparation acceptable is a Masters Degree.

2. Those seeking this position shall give evidence of their competency in the following areas:

   (a) The teaching and learning process (5 years)
   (b) Curriculum development and implementation.
   (c) School-community relations.
   (d) Personnel supervision and evaluation.
   (e) Program evaluation and report writing.
   (f) Budget planning and preparation.
   (g) Human relations.
   (h) Communications and such other learning experienc as may promote professional growth.

Springfield School District #19
Exemplary Career Education Project

JOB DESCRIPTION

Career Awareness Resource Teacher

The role of the Career Awareness Resource Teacher is to provide elementary teachers, staffs and administrators with the following services:

- -Conduct building and district inservices.
- -Conduct district D.C.E. classes.
- -Conduct classroom demonstrations in various aspects of career awareness.
- -Conduct summer workshops.
- -Facilitate building coordinator meetings.
- -Attend all appropriate career education meetings.
- -Meet with other educational groups (counselors, curriculum committees, etc.)
- -Work with State Department and other educational units upon request.
- -Meet with parent and community groups upon request.
- -Provide assistance in planning (teacher, building, district levels).
- -Assist in project budgeting.
- -Assist in dissemination of information and materials.
- -Provide resource persons upon request.
- -Provide resource materials upon request.
- -Develop appropriate student and staff materials, activities, and curriculum.
- -Assist in reviewing commercial materials.
- -Assist with project evaluation and assessment.

The overall goals of this position are to develop, implement and maintain a career awareness curriculum and to provide for an on-going program of staff development in all aspects of career awareness.

John Young

Springfield School District #19
Exemplary Career Education Project

JOB DESCRIPTION FOR SECONDARY RESOURCE TEACHER

I. To carry out those responsibilities requested by the Coordinator of Career Education and the Coordinator of the Exemplary Project.

II. To assist in the coordination and implementation of Career Exploration and Preparation in all secondary schools.

III. To implement and coordinate the training of secondary staff in Career Exploration and Preparation concepts, materials, and methods of instruction. Through workshops, inservices, college level classes, consultants, classroom demonstrations and on an individual basis.

IV. To assist in the coordination of the activities of the secondary building coordinators.

V. To implement and coordinate an assessment of Career Exploration and Preparation activities.

VI. To assist in planning at district, building and individual levels.

VII. To locate and develop new activities and resources.

VIII. To disseminate information about Springfield Career Exploration and Preparation programs to other districts, agencies, or individuals as requested by those districts, agencies or individuals, or by the Coordinator of Career Education or the Coordinator of the Exemplary Project.

IX. To assist in the preparation of Career Education proposals for securing funds from outside agencies.

ELEMENTARY BUILDING COORDINATOR'S JOB DESCRIPTION

Building Coordinators work directly with building staff, principal, district staff and each other in providing for the implementation of the Career Awareness process in the Springfield Public Schools. Building Coordinators are directly responsible to their building principals as well as the District Career Education Coordinator and the Exemplary Career Education Project Coordinator.

Responsibilities of the Building Coordinator are as follows:

1. Act as a direct communications link between the District and Project Coordinators and the building principal and staff.
2. Be responsible for the implementation of Career Awareness goals and objectives as outlined by the District Career Education Office.
3. Attend all regularly scheduled meetings and workshops; serve on appropriate subcommittees.
4. Be responsible for compilation and implementation of Building Goals and Timelines, including a written plan which includes Career Awareness objectives related to identified subject areas.
5. Be responsible for planning and implementing building inservices and workshops, including agendas, post-meeting reaction sheets, and letters.
6. Complete quarterly reports.
7. Maintain a building record of staff and student activities, needs and problems. Compile those into the quarterly reports.
8. Coordinate all building requests for funds.
9. Be responsible for conducting visitations within the building.
10. Assist in the Evaluation Process for Career Awareness.

SECONDARY BUILDING COORDINATORS' JOB DESCRIPTION

Exemplary Project Building Coordinators in the Springfield School District work under the supervision of the building principal. Building Coordinators will work cooperatively with project staff to implement career education within their building.

Specific tasks for the 76-77 school year will be as follows:

Administrative

1. Attend regularly scheduled meetings.
2. Submit Quarterly Reports.
3. Submit agenda two weeks before each building inservice meeting.
4. Submit Post-Meeting Reaction Sheets for summarizing after each meeting.
5. Serve on one subcommittee.

Building Responsibilities

1. Plan Career Education staff inservice meetings.
2. Collect data from teachers for quarterly reports and evaluations.
3. Meet with building principal prior to submission of quarterly reports and building meetings.
4. Disseminate project reports and information to staff.
5. Write appropriate thank you letters to speakers and consultants.
6. Work with building principal on tour procedure.

JOB DESCRIPTION

Employment Specialist

Job duties will include:

1. Guidance to school leavers in obtaining jobs and maintaining employment;
2. Compiling job placement related information and keeping it current;
3. Developing the component into a resource for the high schools;
4. Disseminating information to student population and teachers;
5. Establishing and maintaining a public relations program;
6. And, establishing a system of evaluating the program.

Objectives:

1. To make students aware of the free service of placement.
2. To interview every student who indicates a desire to avail himself of the facilities of the placement service.
3. To assist students in vocational and occupational information.
4. To help students make vocational choices based on their interests and skills.
5. To assist students in making adjustments during their initial job entry.
6. To give information concerning: job requirements; procedures for securing jobs; duties of the job; salaries; factors for advancement; fringe benefits; and interview procedures.
7. To make concrete suggestions with respect to: personal appearance; voice and speech; attendance and attitudes; and educational achievement.
8. To encourage exploration for further education.
9. To give descriptions of job openings to applicants unsure of interest and unaware of job opportunities.
10. To serve as a liaison between schools, employers and students.
11. To give assistance in securing Social Security numbers and birth certificates.
12. To give assistance in filling out complicated applications.
13. To alert educational authorities with respect to the changes in job requirements.
14. To explain and be well informed on trends in employment.
15. To suggest referrals to other social agencies and community facilities, etc.

16. To furnish information relating to the apprenticeship programs.
17. To discuss factors relating to holding a job.
18. To consider student's ability, achievement and aptitude when making referrals.
19. To provide information on the draft and on the opportunities through service.
20. To maintain periodic formal follow-up of students and employers.
21. To maintain an open-door policy for students for information and guidance.
22. To educate employers toward a more realistic policy of hiring beginning workers.
23. To continually follow up leads and build job opening opportunities.
24. To give information about testing procedures for employment.
25. To encourage the use of all facilities and services at the student's disposal.

APPENDIX B

Project Management

Management System, Sample Page

Sample Reports

Quarterly Report Form

COMPONENT	PERSONNEL								TIMELINE												REMARKS	
Preparation ACTIVITY	B. McKee	H. Troftgruben	C. Crone	F. Alexander	Building Coordinators	Building Counselors	Bldg. Principal	Teachers	July	August	September	October	November	December	January	February	March	April	May	June		
District Goal #1																						
.1a Develop visitation procedure	4 3	3			1	3	3			X				X			X			X	Report	
.1b Proj. Coord. plan visitations in district	4 1	3			1	3	3					X	X		X		X	X	X		Agenda - evaluation	$400
District Goal #2																						
.1a Bld. Coord. responsible for dissemination	4 3	3			1				X												Report	
.2a Scheduled meetings & wksps for leadership	4 3	3			1	3	3					X			X			X			Quarterly report	$1000
.2b Building Coordinators	4 1						3			X											Report	$1000
.3a Long-range plan	4 3	3			1	3	3			X											Completed	
.3b Building l-r plans	4 3	3			1	3	3			X											Completed	
.3c Implement l-r plans	4	3			1	3	3								X					X	Report	$1500
District Goal #3																						
.1a Obtain student evaluatio for follow-up	4	3		1	1	3										X					Report	
.1b Follow-up study for grads - 9 months, 2 yrs	4	3		1	1	3											X			X	Report - survey form	
.1c Follow-up study of school leavers - 9mos, 2 years	4	3		1	1	3											X			X	Report - survey form	
.1d Assess results	4	3		1	1	3				X						X					Report	

LEGEND: (1) WORK DONE BY (2) ACTIVITY SUPERVISOR (3) ASSISTANCE (4) REPORT RECEIVED BY (5)RECIPIENT

EXTERN VISIT REPORT
September 26-27, 1975
George Stewart

Alternative Schools

1. Vocational Village - 5040 SE Milwaukie, Portland.
    a. Most impressive areas were the student store and the food service programs.

2. Portland Residential Manpower Center -- Job Corp - 1022 SE Salmon.
    a. Best program is the individualized math program. A commercial program developed by McGraw-Hill, designed for slow reader/learner.

3. Metropolitan Learning Center - Couch School - 2033 NW Glisan
    a. Total school program for students age 5 through age 18.
    b. Base classroom set up with equal number of students from entire spectrum of ages.
    c. Individualized instruction, choice of teacher, choice of programs.
    d. Year-round school, 9 weeks of classes then three weeks off (students and staff).
    e. Use a weekly learning plan - students develop objectives for the week.

4. Focus Program at Madison High School - 2735 NE 82nd Street.
    a. Alternative program within the regular high school.
    b. Four week course offerings developed with student and staff input on a monthly basis. Sample course titles: Youth and the Law, Ecology, Self Defense, Music Appreciation and Mass Media.
    c. Five staff members - 100 students.

Career Center

1. Madison High School - 2735 NE 82nd Street
    a. Kathy Williams operates career center. Knowledgable, good resource person.
    b. Designated room away from library, well equipped.

FOR ADDITIONAL INFORMATION, PLEASE CONTACT GEORGE STEWART.

Springfield School District #19
Exemplary Career Education Project

QUARTERLY REPORT SUMMARY

John Young
March 29 - June 30, 1976

MAJOR ACTIVITIES:

Classroom:

-Completed classroom work in the following schools: Goshen; Page; Centennial; Mohawk; and Camp Creek. This work involved six staff and approximately 110 students.

Inservice and Dissemination:

-Assisted with April 27 Page school release day inservice.
-Conducted May 18 Mohawk release day inservice.
-Planned and conducted a 20 session series of career awareness workshops for 17 Springfield staff from elementary, junior high and senior high levels. (DCE credit available.)
-Assisted project staff with demonstration at Linfield College for approximately 15 people March 31.
-Arranged demonstration for two Canby staff at Guy Lee April 26.
-Disseminated career guidance activities and project information to 45 people at the Lane IED Career Education conference, Valley River Inn, April 22.
-Presented project information and career guidance activities to 30 Florence staff April 23.
-Assisted in project presentation to 75 people at OCCVA Conference April 29-30.
-Conducted demonstration on career awareness at OCE Conference May 7.
-Presented project information and inquiry-related career awareness activities to 35 experienced teacher interns, Eugene, May 20.
-Presented project material to OCE student, May 26.
-Provided detailed project information over the telephone to six university students.
-Participated in demonstration days at Centennial, Douglas Gardens and Thurston Elementary.

Planning:

-Assisted all elementary building coordinators with 76-77 planning and long-range plans.
-Assisted four building coordinators with purchasing of materials.

Curriculum:

-Conducted a three-day workshop with elementary social studies committee to develop a handbook relating career awareness to district social studies programs (completed) and a handbook on teaching test taking as a career skill (still in progress).

Springfield School District #19
Exemplary Career Education Project

FIELD TRIP/RESOURCE SPEAKER FORM

Building	Teacher	Date of trip

1. What year level?

2. How many students?

3. Site(s)

4. How did this relate to Career Awareness?

5. How did this relate to subject areas?

Directions: Please fill out for each Career Awareness field trip or resource speaker and return to the Building Coordinator.

Springfield School District #19
Exemplary Career Education Project

Report period 1/1/76 through 3/31/76

STAFF INFORMATION SURVEY

Please complete and return to the Career Education Building Coordinator by________________.

1. List any school(s) you have visited in other districts.

2. Have you been used as a consultant in or out of the district?

   A. When?

   B. What school?

   C. Topics?

3. Have you developed any new Career Education programs or courses? List:

4. Have you used the activities guide? (For junior high only) Yes______ No______
   Comments:

   Have you used the Career Awareness Process Guide? (For elem. only) Yes______ No______
   Comments:

5. Have you conducted any new classroom activities? List:

6. How many field trips have you taken with your class?

7. How many community resource speakers have you used? (List names and topics)

8. How many students' homes have you visited?

9. What are some of your major problems, needs or concerns relating to Career Education?

10. Have you located any new resources and/or materials relating to Career Education? List:

11. Indicate how many of the following A-V materials relating to Career Education you have used:

Films__________

Film Strips__________

Slides__________

Video Tapes__________

Kits__________

Records__________

12. Comments:

Springfield School District #19
Exemplary Career Education Project

BUILDING COORDINATOR QUARTERLY REPORT

Building________________________________ Report Dates________________________

Person Reporting________________________ Due in Office________________________

DO NOT LEAVE ANY CATEGORY BLANK. IF THE CATEGORY DOES NOT APPLY TO YOUR BUILDING ACTIVITY, PLEASE WRITE IN NO.

1. MAJOR STAFF ACTIVITIES

A. INSERVICE - agendas, post meeting reaction sheets

B. VISITATIONS - staff visitations away from building #________
- visitors to building #________

C. SURVEYS - staff, community

D. STAFF USED AS CONSULTANTS, within and without building

E. CONSULTANTS BROUGHT IN #________

F. SUMMARY OF PROGRAMS DEVELOPED

G. BUILDING GOALS AND TIMELINES

II. MAJOR STUDENT ACTIVITIES

A. USE AND NON-USE OF PROCESS GUIDE

B. SUMMARY OF ASSESSMENT INSTRUMENTS USED

C. CLASSROOM ACTIVITIES (occupational, citizenship, family, avocational, self-awareness, etc.)

D. FIELD TRIPS #________

E. COMMUNITY RESOURCE VISITATIONS #________

III. MAJOR COMMUNITY ACTIVITIES

A. ADVISORY COMMITTEES

B. HOME VISITATIONS

C. COMMUNITY SURVEYS

IV. ASSESSMENT DATA SUMMARIES

V. MAJOR PROBLEMS · NEEDS

VI. NEW RESOURCES LOCATED

VII. SUMMARY STATEMENT

APPENDIX C

Dissemination

- Letter to Parents
- Demonstration Day Schedules
- Project Brochure
- Sample Building Brochures
- Publicity Calendar
- Sample Newspaper Articles
- Sample Project Newsletter
- Superintendent's Letter
- Project Developed Materials List

An Explanation of Faculty Workshops and Early Release Days for Students

The Springfield School District is now in its third and final year of the Exemplary Career Education Project for grades 1-12. Funds to support this Project are received from the U.S. Office of Education in the amount of $127,800

The total school district teaching staff will be working in large or small groups to accomplish the goals of the Exemplary Career Education Project. Efforts are being made to relate the regular learning activities, such as reading, mathematics, science, etc., to those of daily application for living whether for the present or for the future.

Approval has been granted for six early release days in which all teachers will be involved in either building or district-wide inservices. For this reason, we will be sending all students home approximately two hours earlier than usual on the following days:

Tuesday,	**September**	**23,**	**1975**
Tuesday,	**October**	**28,**	**1975**
Tuesday,	**January**	**13,**	**1976**
Tuesday,	**February**	**24,**	**1976**
Tuesday,	**April**	**20,**	**1976**
Tuesday,	**May**	**18,**	**1976**

Please mark your calendar for these important dates. Your support in helping develop this program is greatly appreciated. Working together, our youth will be better prepared to meet the demands of society and satisfactory employment.

If you have any questions regarding this matter, please contact your building principal.

Donovan Kimball
Asst. Superintendent
Springfield School District No. 19

Overall Objectives of This Program Include:

To continue the process of developing and implementing new and proven career education and career guidance concepts.

To provide a demonstration of the process used in developing and implementing concepts within career education and career guidance.

To provide a visible and transportable model of career education activities, materials and processes to interested people.

Exemplary Components:

DISTRICT

- Will demonstrate a model comprehensive career education (process).

GUIDANCE (Grades 1-12)

- To assist students in determining their educational needs.
- To assist students in meeting those needs.

AWARENESS (Grades 1-6)

- Models for other schools outside the District as well as within the District.
- Show elementary programs in an advanced development stage.
- Show programs in a revision stage.

EXPLORATORY (Grades 7-10)

- Further develop a career oriented curriculum.
- Courses and activities to improve a student's understanding and self concept.
- Opportunities to understand and improve relationships with others.
- Opportunities to make choices which have ultimate consequences for meaningful life roles.

PREPARATION (Grades 11-12)

- Career Cluster programs and/or supportive courses in accounting, agriculture and forestry, clerical, construction, electrical, food service, marketing, mechanics, metals and secretarial.
- The Cooperative Work Experience program is unique in its organization pattern.
- Complementing the above is a diversified occupations program which provides opportunity for students interested in careers for which we do not have organized programs.

POST PLACEMENT

- All graduates seeking full time employment would have ALL avenues of job research described to them.

Springfield School District #19
Exemplary Career Education Project

DEMONSTRATION DAYS

1974

Mt. Vernon Elementary - January 30, 1974
Brattain Elementary - January 31, 1974

Moffitt Elementary - February 26, 1974
Mt. Vernon Elementary - February 27, 1974
Brattain Elementary - February 28, 1974

Moffitt Elementary - March 26, 1974
Mt. Vernon Elementary - March 27, 1974
Brattain Elementary - March 28, 1974

Moffitt Elementary - April 23, 1974
Mt. Vernon Elementary - April 24, 1974
Brattain Elementary - April 25, 1974

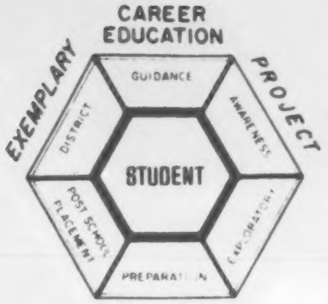
Moffitt Elementary - May 28, 1974
Mt. Vernon Elementary - May 29, 1974
Brattain Elementary - May 30, 1974

Springfield School District No. 19
Exemplary Career Education Project

SPRINGFIELD EXEMPLARY PROJECT DEMONSTRATION DATES

(Demonstration Dates for the 1974-1975 School Year)

October	16	1974	Elementary	–	Mt. Vernon & Douglas Gardens
			Junior High	–	Thurston Junior High
			Senior High	–	Thurston Senior High
November	6	1974	Elementary	–	Brattain and Guy Lee
			Junior High	–	Hamlin Junior High
			Senior High	–	Springfield Senior High
December	4	1974	Elementary	–	Moffitt and Goshen
			Junior High	–	Springfield Junior High
			Senior High	–	Springfield Senior High
January	22	1975	Elementary	–	Thurston and Walterville
			Junior High	–	Briggs Junior High
			Senior High	–	Thurston Senior High
February	5	1975	Elementary	–	Centennial and Maple
			Junior High	–	Springfield Junior High
			Senior High	–	Springfield Senior High
February	19	1975	Elementary	–	Camp Creek and Yolanda
			Junior High	–	Briggs Junior High
			Senior High	–	Thurston Senior High
March	12	1975	Elementary	–	Mohawk and Page
			Junior High	–	Briggs Junior High
			Senior High	–	Springfield Senior High
April	2	1975	Elementary	–	Mt Vernon and Walterville
			Junior High	–	Thurston Junior High
			Senior High	–	Thurston Senior High
April	23	1975	Elementary	–	Moffitt and Guy Lee
			Junior High	–	Hamlin Junior High
			Senior High	–	Springfield Senior High
May	14	1975	Elementary	–	Brattain and Goshen
			Junior High	–	Springfield Junior High
			Senior High	–	Springfield Senior High
May	21	1975	Elementary	–	Thurston and Douglas Gardens
			Junior High	–	Thurston Junior High
			Senior High	–	Thurston Senior High



EXEMPLARY CAREER EDUCATION

In the Springfield Public Schools ● Springfield, Oregon

Whoever you are, whatever your position in the community, someone like you is involved in career education.

Whoever you are, the Springfield School District Exemplary Career Education Project is designed for you to see, first hand, activities happening in the classroom.

You are invited to participate in one of 25 demonstration days during the 1975-1976 school year at elementary, junior high and senior high schools to examine and assess the adaptability of these activities to your situation.

Career and vocational education is what we believe in . . . . we take it seriously . . . . and we are happy to invite you to see how it works. Plan now to attend.

The three year Exemplary Career Education Project is for grades 1-12 and is funded by the Springfield School District and a federal grant.

The Demonstration Day is your opportunity to meet our people and to see how we have implemented the Exemplary Project into our schools and community.

DEMONSTRATION DATES

October	14	1975	Thurston Senior High
October	23,	1975	Hamlin Junior High
October	29,	1975	Goshen Elementary
November	4,	1975	Mt. Vernon Elementary
November	19	1975	Walterville Elementary
January	12	1976	Springfield Senior High
January	14	1976	Thurston Junior High
January	15,	1976	Maple Elementary
January	20,	1976	Brattain Elementary
February	10	1976	Yolanda Elementary
February	16	1976	Springfield Junior High
February	19,	1976	Camp Creek & Mohawk Elem
February	25	1976	Guy Lee Elementary
February	26	1976	Thurston Senior High
March	2	1976	Springfield Senior High
March	3	1976	Moffitt Elementary
March	4	1976	Briggs Junior High
March	11	1976	Page Elementary
April	13	1976	Thurston Senior High
April	14	1976	Hamlin Junior High
April	21,	1976	Centennial Elementary
April	28,	1976	Douglas Gardens Elem
May	5	1976	Springfield Senior High
May	12	1976	Thurston Junior High
May	19	1976	Thurston Elementary

Each Demonstration Day begins at 9:00 a.m. and concludes at 2:00 p.m. No [illegible] is available

What You Can See in Springfield

1. Program planning, management and evaluation techniques for educators
2. New and proven career education and career guidance concepts
3. Provide a visable and transportable model of career education activities, materials and processes
4. Demonstrate district and building long range plans
5. Teacher developed instructional materials for career and vocational needs
6. Student involvement with CIS
7. The Advisor Advisee program
8. Student involvement in self awareness, self understanding, responsibility and decision making
9. Observe laboratory decision making activities "hands on" experiences
10. Information and skill development for career goals at high school level
11. How all school leavers can be helped in furthering their career goals

LET US KNOW IF YOU PLAN TO ATTEND. Registration information and detailed Demonstration Day plans will be mailed to you.

Demonstration Date(s) ____________________

Number of Participants ____________________

Areas of interest (from above) Check ( ) 1___ 2___ 3___ 4___ 5___ 6___

7___ 8___ 9___ 10___ 11___ Other ____________________

Name ____________________ Title ____________________

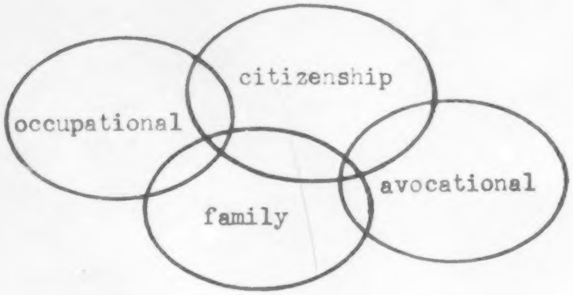
Address ____________________ City ____________________

State ____________________ Zip Code ____________________

75

Return to: Robert E. McKee, Coordinator, Springfield School District No. 19, 525 Mill Street, Springfield, Oregon 97477. Phone (503) 726-3212

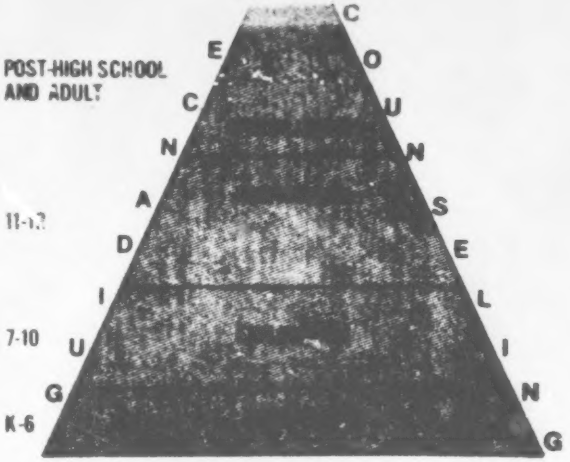
This project will provide others a model to which they can look for ideas, concepts, comparisons, and/or processes in the areas of career education and career guidance. The project funds are assisting Springfield Public Schools in achieving the goal of a more comprehensive career education process.



The project will be evaluated by an independent agency outside the funding agency or the local school district, referred to as the "third party evaluation." There will be visitations and reports by this agency during the course of the three years of funding.

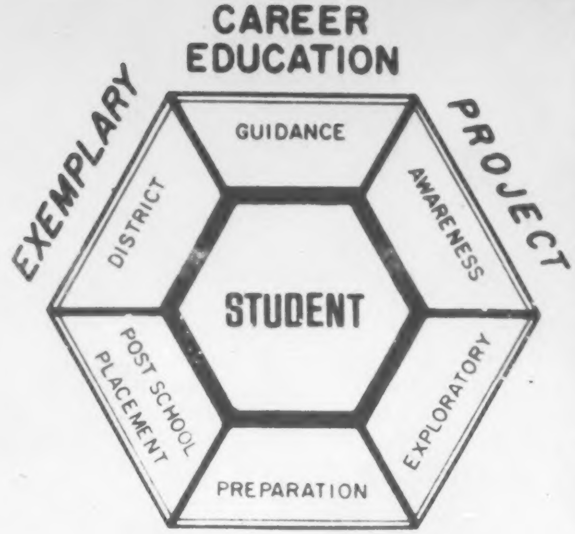
CAREER EDUCATION

—The Oregon Way—



Career education is an integral part of the total educational program. It embraces the idea that each person fills several functions or roles throughout his lifetime, including, (1) the role of family member, (2) the role of citizen, (3) the avocational role, and (4) the economic or occupational role. Comprehensive education must provide insight, exploration, and preparation for these and other life roles. These life roles constitute a framework or scope for contemporary education.

STATE DEPARTMENT
OF EDUCATION
942 Lancaster Drive NE.
Salem, Oregon 97310



EXEMPLARY CAREER EDUCATION PROJECT

Springfield School District No. 19
525 Mill Street
Springfield, Oregon 97477

503 - 726-3212

COMPREHENSIVE CAREER EDUCATION
SPRINGFIELD PUBLIC SCHOOLS
PROFESSIONAL STAFF

SUPERINTENDENT OF SCHOOLS
Bill Lewellen

PROJECT DIRECTOR
Donovan Kimball

PROJECT COORDINATOR
Bob McKee

CAREER EDUCATION COORDINATOR
Hartley Troftgruben

STUDENT PLACEMENT COORDINATOR
Frank Alexander

DIRECTOR SECONDARY CURRICULUM
Ron Burge

DIRECTOR ELEMENTARY CURRICULUM
Frank Walch

STUDENT SERVICES COORDINATOR
Charles Crone

CAREER AWARENESS RESOURCE TEACHER
John Young

PLACEMENT SERVICES
Roma Cleveland

Size of District:

Certified Staff	585
Students	9,850

Funds: $383,535 HEW

Length of Project 36 months

OVERALL OBJECTIVES OF THIS PROJECT INCLUDE:

To continue and expand the development and implementation of new and proven career education and career guidance concepts.

To demonstrate the process used in developing and implementing concepts within career education and career guidance.

To provide a visible and transportable model of career education activities, materials, and processes to interested people.

EXEMPLARY COMPONENTS:

District - Grades 1 - 12

Demonstrate a model comprehensive career education (process).

Demonstrate district and building long range plans.

CAREER GUIDANCE – Grades 1 - 12

- To improve counselor's skills in serving as a resource person to students and staff.
- Assist teachers in developing a guidance point of view.
- Provide guidance which is relevant to each student's tentative career choice and life roles (family, citizen, occupational and leisure time).

CAREER AWARENESS – Grades 1 - 6

- To familiarize total elementary staff with career awareness models.
- Expand Career Awareness programs in all buildings in the district.
- Develop Career Awareness activities to be used in the classroom.
- Develop units for student involvement in self-awareness, self-understanding, responsibility, and decision-making.
- Develop in students the ability to recognize that different occupations occur in different psychological and physiological settings.

Career Awareness - cont'd.

- Develop student awareness of man's life roles – family, citizenship, occupations and leisure time,

CAREER EXPLORATION – Grades 7 - 9

- Provide students with a healthy self-concept and positive attitude toward their career development.
- Explore a number of occupations or job families.
- Provide labratory decision making activities – "Hands on" experiences.

CAREER PREPARATION – Grades 10 - 12

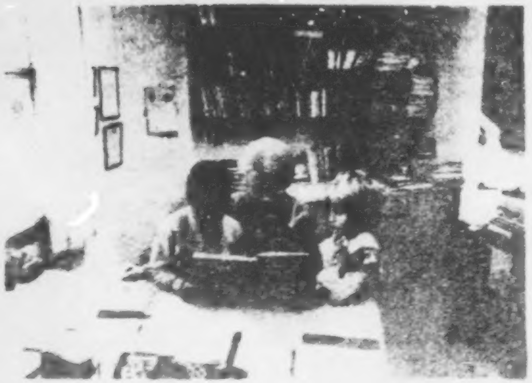
- Develop concepts related to life roles in total curriculum.
- Identify student's interest and abilities.
- Provide information and skill development for their career goal (1) at the job entry level; (2) at the vocational technical level; or (3) at the baccalaureate level.
- Provide an opportunity for students to apply skills through a cooperative work experience program.

POST SCHOOL PLACEMENT

- Assist all school leavers in furthering their career goals.
- Inform students about post-school opportunities in (a) community college-vocational programs, (b) apprenticeship programs, (c) baccalaureate programs, (d) private vocational programs, and (e) armed forces.
- Develop materials and give students instructional guidance in job-finding skills.
- Develop community awareness and cooperation regarding post-school placement of students into entry level jobs that match their interests and abilities.

YOLANDA ELEMENTARY SCHOOL

2350 Yolanda Avenue
Springfield, Oregon 97477
Phone 747-3331, Ext. 353
BLANCHE PETERS, Principal



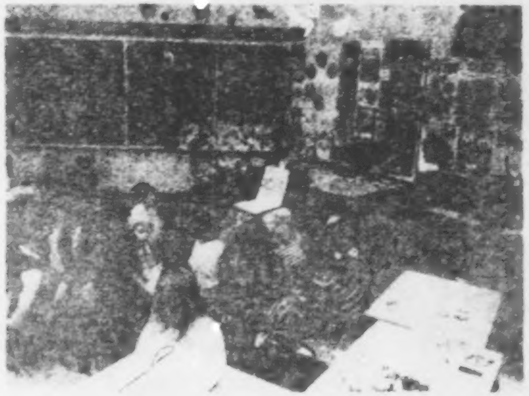
Yolanda is one of fourteen elementary schools in the Springfield School District. It is located in the northeast part of Springfield. There are over 500 students in grades 1–6. The staff consists of 20 classroom teachers, counselor, vocal music teacher, physical education specialist, librarian, learning specialist, speech therapist, secretary, teacher aides, nurse aide, custodian and cafeteria personnel.

What Yolanda is doing in Career Awareness:

(1) SELF AWARENESS: We are using DUSO Kits No. 1 and 2 (Developing Understanding of Self and Others) in Grades 1–4. These kits are designed to help children better understand social and emotional behavior. Focus Kits are used in grades 3–6, with objectives similar to DUSO.

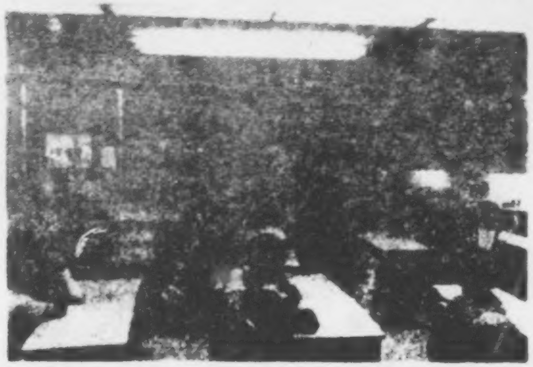
Inside Out is a series of 30 fifteen minute TV programs to help children achieve and maintain well-being. Another TV program, "Bread and Butterflies" encourages 9-12 year olds to exert constructive control over their own career development.

PEER On Focus (Positive, Encouraging, Enjoyable, Relationships) -- a student volunteers to be the "focus person", sets his personal goals, and the class helps him.



(2) FAMILY: Many classes participate in a family life unit. Parents have an open invitation to visit classrooms, and a special day is designated for Grandparents and for Senior Citizens of this immediate area.

(3) CITIZENSHIP: Students take turns sharing jobs within a classroom, and week by week, each class has the responsibility of picking up playground litter. A representative from each room serves on the Student-Safety Council. Some classes elect a "Citizen of the Month." Those students are honored in various ways, including a luncheon with the principal. Small groups meet weekly with the counselor to discuss common problems and possible solutions. Fifth and Sixth year students serve on the School Safety Patrol. Last year a group of sixth graders conducted a tree-planting ceremony for the entire student body. One fifth and sixth year class joined in a field trip to Spring House and spent the entire day restoring the grounds. At Christmastime, each grade level "adopted" a Senior Citizen, and shared a basket of food, a tree, cards, etc. with them. There are plans to remember them throughout the school year.



(4) OCCUPATIONAL: Sixth year students make and sell popcorn each week; students of both fifth and sixth year serve as kitchen helpers, library aides, and are in complete charge of the school store. Some intermediate students act as tutors for primary children needing special help. First hand knowledge of many vocations results from visits by resource people and from field trips. Films, language arts activities and math activities help to acquaint the child with vocations. Role playing and puppetry are used in this manner also.

(5) AVOCATIONAL: Students are given the opportunity to take an active part in leisure time activities. Among these are chorus, various sports, square dancing, and numerous arts and crafts including macrame, weaving, sewing, knitting, clay sculpture, painting, calligraphy, puppetry, games, decoupage, and carpentry. Resource people are invited to share their avocations with the students. Each Spring, one day is designated for students to display their hobbies in the library.

Q. WHAT IS CAREER EDUCATION?

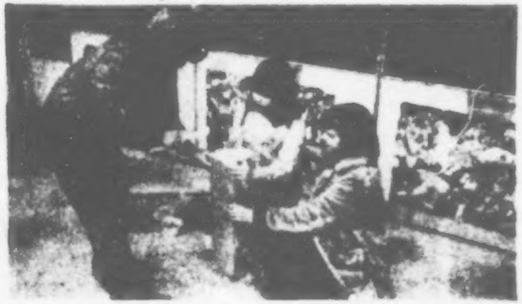
A. We believe that education is not only a preparation for the future, but that it is a meaningful part of present living. Career Education is the process of helping students learn how to live.

Q. Is attention focused on just the wage-earning role?

A. No. The wage-earning role is important, but only as it relates to the other three vital roles: Family, Citizen, and Avocational. A wage earner may possess the necessary skills for his job, but serious complications will result if he does not know how to handle the decisions in the other three life roles.

Career Education, therefore, is preparation for and the fulfillment of living, day by day.

It is the process of helping students to learn how to live -- not just how "to make a living."

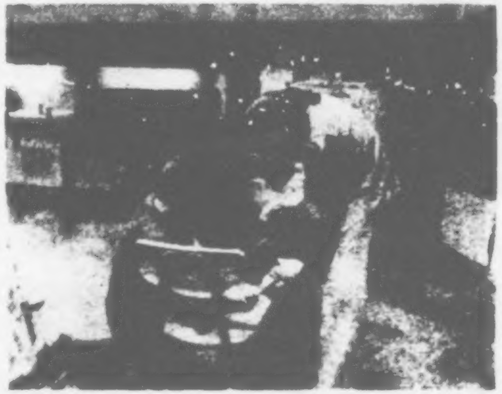


CONTACT:

Bob McKee, Project Coordinator
525 Mill Street
Springfield, Oregon 97477
747-3331, Ext. 358

CAREER AWARENESS
AT
YOLANDA ELEMENTARY SCHOOL

Springfield, Oregon



I HEAR...
and I forget.
I SEE...
and I remember.
I DO...
and I understand.

–Ancient Chinese Proverb

thurston
junior
high

CAREER
EXPLORATION
PROJECT

"Two roads diverged in a wood, and I . . .
I took the one less traveled by,
And that has made all the difference."

Robert Frost

Thurston Junior High School
6300 Thurston Rd.
Springfield, Oregon

Principal	Gary Connor
Asst. Principal	Richard Barr
Counselor	Roger Wood
Counselor	Susan Arreola

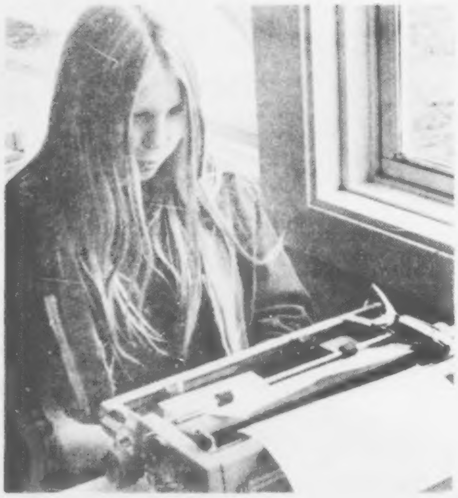
Department Heads

Fine Arts	Judy Carter
Practical Arts	Bill Rainville
Math	Madeline Creps
Physical Education	Al Fitzgerald
Science	Paul Magney
English	Susan Powell
Social Studies	Tim James
Career Education Building Coordinator	Bill Rainville

COMMUNICATION SERVICES
Springfield Public Schools
Springfield
Oregon

HOME ECONOMICS

INDUSTRIAL ARTS



BUSINESS

BELIEVE IN THE PATH YOU CHOOSE

Thurston Junior High School has an enrollment of nearly 650 students, and a staff of 34. The school serves an area which is urban, industrial and rural. The staff of TJHS is committed to participating in and involving the community, students and parents in developing the school's direction and program.

TJHS attempts to provide a humanistic learning environment that is concerned with the individual and his potential. It is a totally involved school, working to:

- Develop a positive and supportive relationship between staff and students
- Assist in the expression of divergent points of view
- Prepare students to cope with change and deal with alternatives

WHAT IS CAREER EXPLORATION AT T.J.H.S. ?

The first definition of career in most dictionaries is "a path or general course of action taken during an individual's life."

The junior high years are a time of widening horizons and personal developments; thus it is appropriate that these years be a time of exploring paths and preparing foundations for an ultimate choice.

Basic to any choice are the roles an individual will play:

- As family member
- As a citizen
- In a vocation
- And in avocational use of time

PROGRAMS

To meet the life planning needs, the program at TJHS is diverse in that it includes electives, selectives and required courses within these major areas:

- Practical arts
- Fine Arts
- Foreign Languages
- Social studies
- Math
- English
- Science
- Physical Education

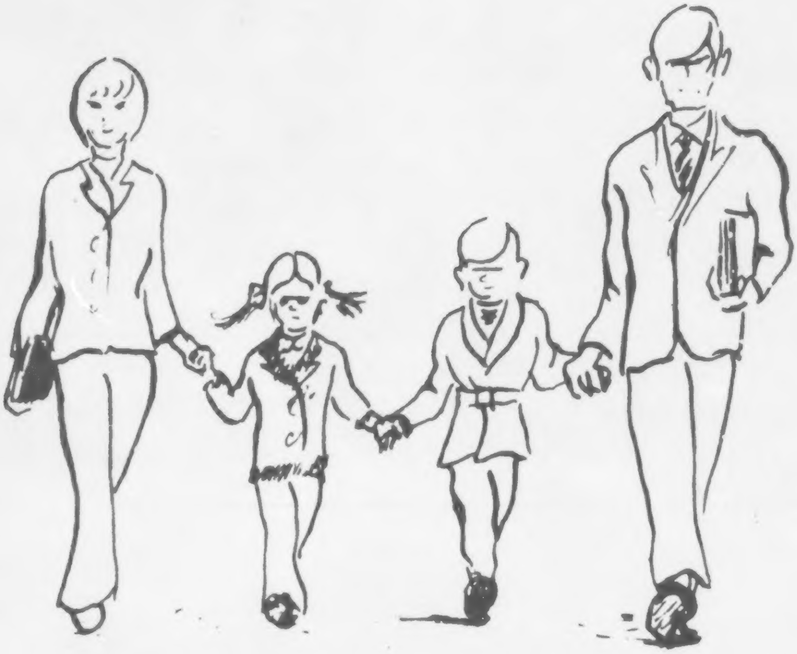
Classes are offered in a nine-week, eighteen-week and year-long sequence.

COMMUNICATION KEEPS THE PROGRAM GOING

Each student meets with an advisor daily. During this 30-minute period:

- 7th graders and new students are oriented
- Guidance is given for course selection
- Academic records are kept
- Decision making and communication skills are practiced
- Student-staff relationships are enriched.

Mt. Vernon Elementary School



People Helping People Learn

CAREER AWARENESS VISITATION DAY

MT. VERNON ELEMENTARY SCHOOL
725 S 42nd St.
Springfield, Oregon

UNIT I

Debbie Eason ------- Room 16
Virginia Conley ---- Room 15
Phyllis Yarborough - Room 14
Mary Lou Smeed ----- Room 17

Unit I is comprised of four teachers and about 102 students. Two teachers have 1st year students, one teacher has 1st and second combination and one teacher has 2nd yr. students.

1st YEAR PROGRAM

The first year C.A. program emphasizes: self awareness, family relations and responsibilities. Developing a positive self-image and understanding relationships with others are two important on-going topics. Focus is also on one's own family and on occupations within the family.

2nd YEAR PROGRAM

Our emphasis is on self-image beginning with self and family. This is expanded into appreciation of other families and how we are alike and how we are different.

In the area of "Careers", we begin with the occupations of family members and expand to help children become aware of all the interesting possibilities for careers.

UNIT II

Charlene Ishino --- Room 10
Dave Arnold ------- Room 11
Bob Ellis --------- Room 12
Diane Toney ------- Room 13

Unit II is comprised of four teachers and about 112 2nd, 3rd, and 4th year students. Two teachers - 2nd and 3rd year students. Two teachers - 3rd and 4th year students.

The teachers in rooms 10, 11, 12, and 13 are responsible for all curriculum areas and work together as a team, planning unit activities.

We are self-contained and working with the children to develop the individual responsibilities necessary for them to function in a more open learning environment.

Each self-contained class is now working on these objectives:

1. Self-Responsibility
2. Working Independently
3. Respecting Others
4. Emphasizing On Basic Skills

UNIT III

"BIG ROOM" CONCEPT

Don Cassetty
Marjorie Davis
Marjorie Kellogg
Judy Conley
Bob Smith

The "Big Room" Concept means essentially what the words imply, a group of large, open areas which facilitate individualized instruction. Each complex has a flexible physical arrangement and a flexible teaching program. The teaching strategies applied to maximize the concept of the "Big Room", include team teaching and differentiated staffing. The class organisation is nongraded and accommodates daily variations in students' schedules, depending upon the needs of the individuals. Room 1 is comprised mostly of 4th graders, which is more structured than than the "Big Room"

The "Big Room" Concept, also recognizes that a child will need to have more than one teacher available to help him aim in the right direction so that he can satisfy his couriosity by finding the answers to his own "why". The team effort is a way to deal with "why" at different levels and to provide at least one teacher with whom the child can easily relate. The group provides support for its members and facilitates evaluation.

"The Times They Are A Changin"

We feel that greater responsibility is assumed by young people as they make decisions about what they do. It is this sense of responsibility in learning that is so important to nurturing individual growth and individual distinctiveness.

Acceptance and trust are important for all human beings. Responsibility and acceptance, however, are not substitutes for content. Instead they are approaches that enhance the exploration and learning of content.

We encourage environments of acceptance and responsibility because kids feel better in them. Kids that feel better, learn better.

It is our belief that in order to deal with the future, children will need to be self-directed and have a firm educational base. With the rapid accumulation of knowledge by man, students must be given a chance to become more selective and more independent in their learning. There are just too many facts for students to memorize.

With the possible coming of a shortened work week we feel that students will need to learn how to deal with leisure time and make it more meaningful. Each person needs a reason for living and pursue that reason.

It is our sincere belief that the Individualized Learning Project, "Big Room", is a way of training people to think for themselves. We believe that giving a student the time to ask, freedom to pusue his own ideas, and encouragement to seek answers to his own questions is much better than the traditional educational techniques where prepackaged questions are given the students from a textbook, a teacher, or television.

Learning Environment

The environment will be developed and structured into learning resource areas designed to facilitate the learning process. These resource areas are to be the areas of:

Language Arts
Reading
Science
Mathematics
Social Studies
The Arts
Career Awareness

Children will have freedom of movement between all areas. Each of the instructional areas provide many options so that the student is required to make some choices as he progresses, and, at some point, evaluate the selections he has made.

A good start isn't enough. Many people, both students and teachers said it was easy to get started... but that it was tough to keep going.

The real task was to get an idea and keep it moving. With most instructional units there is a beginning, a middle, and an end.

It was an attitude that had to change. The attitude belonged to both the teachers and the students.

The environment is not a lesson plan ... people are not programmed pawns. Getting the two together means you can never be sure where they go.

But going is the reward.

I am capable of accepting...
of enjoying and celebrating the
difference in human beings.

I can love the blackness of skin
the blueness of eyes and the fragile
smile given by a child when he
doesn't know what to do.

I can show fear, kindness,
honesty, and care.

I am a whole universe
and I live in the beautiful
presence of yours.

What happens in the classroom between people is more important than any assignment, curriculum, procedure or content. If the people relate to each other in an environment of acceptance and trust, knowledge of content and competence in skills will grow.

Even if I'm little

I can reach out-

I may even reach

For YOU

PHYSICAL EDUCATION

Bill Stevens

Physical Education fits into the Career Awareness goal in the following ways.

Self-Awareness ---

P.E. enables the children to better understand their bodies and how activity contributes to fun, health, and the ability to physically perform an occupation.

Self-Appreciation and Attitudes---

A well organized physical education class enables the child to work well under physical stress and to understand that if a person is willing to work hard, seek proper instruction, and practice diligently, that nearly any student can learn what may appear to be impossible skills.

Decision Making---

Intra murals enable amny students the opportunity to organize leisure activity.

In physical education classes many activities are organized to encourage opportunities for decision making.

1. Choices in curriculum
2. Choices in organisation of activities
3. Choices involving picking teams and partners

Group Process---

Physical education classes provide many unique opportunities for children to learn. Learning physical skills can be an embarrassing situation if left to trial and error. Students, if left to themselves, will become discouraged if they are a slower learner or a person who is late in beginning a skill. These students are often the last chosen, or sometimes are not chosen at all. In a well organized physical education class, all children are encouraged to participate, mistakes are minimized, and learning becomes enjoyable. Success is measured in small steps, and this leads to self confidence in the beginning learner.

LIBRARY

Helen Soward

My function as the librarian is to serve as a resource person for teachers and students. All programs carried on by teachers in Career Awareness are supported by materials.

Ordering new materials must be done on a very selective basis due to the fact that so many are now on the market. Recently acquired materials are placed on an up-to-date bibliography list and made available to staff members.

Students are encouraged to work on library skills by finding their own career materials using the facilities and help offered them in the library.

E.L.P.

Phyllis Vanderzanden

Our society places great importance on reading, and if a child does not learn to read, he may see himself as a failure. The world of work demands a basic reading competency that at the very least enables one to read:

bank statements
bus schedules
contents of cans and packages
contracts
driving manuals
emergency instructions
job applications
prescriptions
recipes
signs

The function of the ELP teachers is directly related to career awareness as we strive to help students develop feelings of self worth by teaching basic reading skills. As students acquire these skills, their attitudes toward themselves and others often become more positive.

COUNSELOR

Cassandra Malecha

The elementary school counselor has an important role in helping to form the attitudes and self-concepts which affect career awareness and which are developed early in life. Since the development of career awareness is a part of the development of the whole child, and the guidance counselor is vitally concerned with the growth of the child's total personality, it follows that the counselor is also concerned with his growth in career awareness.

In order to do his best work in the classroom, and ultimately in his life roles, a child needs to feel good about himself and to feel good about his relationships with others. The counselor can make use of his relationships with the child in helping him to develop the ability to make wise choices, to make self-evaluations, to become self directive, and to grow in understanding of others. By becoming more self aware, more aware of his own abilities and talents, he will also become more aware of and more accepting of the abilities of others and the need to interact with others in all of his life roles. This increased self-awareness and other-awareness can be developed in individual meetings with the counselor, in small groups participated in by the counselor, and by classroom guidance activities led by the counselor or by the teacher, supplemented by the counselor. The counselor may also act as a resource person to classroom teachers by letting them know what new classroom guidance tools have become available.

MUSIC

Madeline Tews

Self Awareness

Music class is an ideal situation for students to develop a feeling of self worth. I try to encourage participation which, I hope makes them feel successful.

Self Appreciation & Attitudes

Class is usually a time for trying new things and developing skills to a point where they feel good about their achievement.

World of Work

We study many songs dealing with the work songs of our heritage.

Springfield School District #19
Career Education Department

Career Education Publicity Calendar - 1975-76

Recommended Media

Report to Public - Don Wilt	Lane IED Resume'	Radio	TV	R-G, Jim Sellers	Spfld. News - Susan Sheppard	C/Ed. Project Newsletter	What's Going On Here - D. Wilt	Topic	Month	Contact Person & Phone Number
					X			Parent Teacher Discussion of Career Awareness	10/21 7:30 p.m.	Rick Grimes 726-3415
					X	X		Parent Involvement in Career Education	10/28	Gary Kessler 726-3380
					X			Elementary Cooking and Baking - Yolanda Goshen	Oct.	John Young 726-3212
					X			Cooperative Work Experience	Oct.	Frank Alexander 726-3212
					X			Briggs Industries	Oct.	Dave Vander Ploe 726-3350
				X				World of Work Class - Thurston High School	Nov.	Frank Alexander 726-3212
				X				Careers in Home Economics for Boys - 7th Grade	Nov.	Helen Cornelius 726-3356
	X				X			Career Awareness Fair	Nov.	John Young 726-3212
X								Pod and Comb Workshop Demonstration by Mrs. Walter Waffle	12/1	Helen Cornelius 726-3356
					X			Elementary Industrial Arts	Dec.	John Young 726-3212
						X		Extern Program	Dec.	George Stewart 726-3327
X				X				Composite Report of Career Education - Paper Insert Purposes, rationale, etc.	Jan.	Bob McKee 726-3212
	X			X	X			Video Tapes - Interview Skills, Information and Career Guidance	Jan.	Roma Cleveland 726-3272

Springfield School District #19
Career Education Department

Career Education Publicity Calendar - 1975-76

Recommended Media

Report to Public - Don Wilt	Lane IED Resume'	Radio	TV	R-G Jim Sellers	Spfld. News - Susan Sheppard	C/Ed. Project Newsletter	What's Going On Here - D. Wilt	Topic	Month	Contact Person & Phone Number
					X			Intern Programs	Jan.	Benny Jaurez 726-3212
	X		X					Students Working in Business - Mt. Vernon	Jan.	Marge Kellogg 726-3403
	X				X	X		Demonstration Days - Visitors to District	Feb.	Bob McKee 726-3212
	X				X			Bicentennial Theme and Career Awareness - Yolanda	2/10	Doris Sherk 726-3418
					X			Student Store Junior High	Feb.	Sue Powell - TJHS 726-3368
						X		Feature - Springfield High School Bookkeeping and Accounting Cluster	Feb.	Charles Young 726-3306
		X	X	X	X	X	X	Vocational Education Week Advisory Committee Works	Feb.	Hartley Troftgruben 726-3212
					X			Diversified Occupations - Springfield High School	Mar.	Frank Alexander 726-3212
X					X			Guide Teacher	Mar. Apr.	Charles Crone 726-3247
					X	X		Career Decision Making - SJHS - Tom Roberts	Apr.	Bobbie Newman 726-3287
					X	X		VICA Skill Olympics	Apr.	Roy Milner 726-3311
			X					Plymouth Trouble Shooting Contest - [illegible] Preparation for contest	Apr.	Charles Keech 726-3311
				X	X	X		Interview Skills - Job Hunting Information - V.I.P. Office	Apr.	Roma Cleveland 726-3272

Springfield School District #19
Career Education Department

Career Education Publicity Calendar - 1975-76

Recommended Media										
Report to Public - Don Wilt	Lane IED Resume'	Radio	TV	R-G, Jim Sellers	Spfld. News - Susan Sheppard	C/Ed. Project News-letter	What's Going On Here - D. Wilt	Topic	Month	Contact Person & Phone Number
					X			Home Economics students observing at the Child Development Center	Apr. June	Helen Cornelius 726-3356
	X	X	X	X	X	X	X	Industrial Arts Fair - Thurston High School	May	Herb. Phillips 726-3345
	X	X	X	X	X	X	X	Industrial Arts Fair - Springfield High School	May	John Anderson 726-3299
	X				X	X		Demonstration Days - Visitors to District	May	Bob McKee 726-3212
					X			Home Economics students observing at the Child Development Center	June	Helen Cornelius 726-3356
					X			Law and Order Class - Hamlin (726-3356) TJHS (726-3368)		Darryl Gordon Tim James
	X		X					Women's Role in the World of Work - TJHS		Sylvia East 726-3368
					X			Junior High Work Experience: Hamlin Junior High Briggs Junior High		Helen Hindman 726-3356 Chuck Sullivan 726-3350
X	X	X			X		X	Job Market Information - Post School Placement Service	June	Roma Cleveland 726-3272

Springfield News, June, 1976

She mastered the steps

To say that Carol Ellingson is happy about her job would be an understatement. "I couldn't ask for a better job," she repeated three times in a News interview. "My parents are so happy they don't believe it."

While many other June high school graduates desperately scan the newspaper help wanted columns daily, Carol is working in a job that not only pays well, but offers her a chance for advancement.

Carol enrolled in Springfield High's Cooperative Work Experience program last September when she started her senior year. The program referred her to Lane County Escrow in Springfield who in turn hired her. Through the school year she worked part-time, earning both high school credit and a paycheck. When school ended she was offered a full-time position.

Presently she works as a secretary with such responsibilities as keeping account of the money the firm collects from property buyers and sellers and visiting new real estate agencies to explain Lane County Escrow's services.

Her goal though is to be an escrow closer, a person who insures that everything is done legally and properly when transferring a property title.

At age 18, Carol now has her career goals established. When she was in high school, she says, she wanted to be a medical receptionist. But her job at the escrow service has convinced her she wants to remain in the business. Like an increasing number of women today, Carol says she would not let marriage interfere with her career plans. But she hastily adds that she has no plans of marriage at the present.

Before her escrow job, Carol was a part time secretary at Hannum Motors in Eugene, where her father George is parts manager. That experience plus her high school classes in office procedures, bookkeeping and typing trained her for the escrow position, she feels.

But Carol realizes that advancement can only come through learning more skills, so she is going to enroll in Lane Community College's evening program this fall. She says she'll start out by learning legal terms and brushing-up on her typing.

In addition to her desire to be an escrow closer, Carol also wants to remain in the Springfield-Eugene area where she hopes to buy a home. In fact, she says, rather than "wasting money" on rent she is going to live with her parents at 1186 Sequoia Ave., until she can save enough money to afford a down payment on a house.

Carol sympathizes with her classmates who have been unable to find employment because to her, "My job is one of the best things that has happened to me."

Carol Ellingson has a job and a chance to advance News photo

Springfield News, May, 1976

Student demonstrates lathe

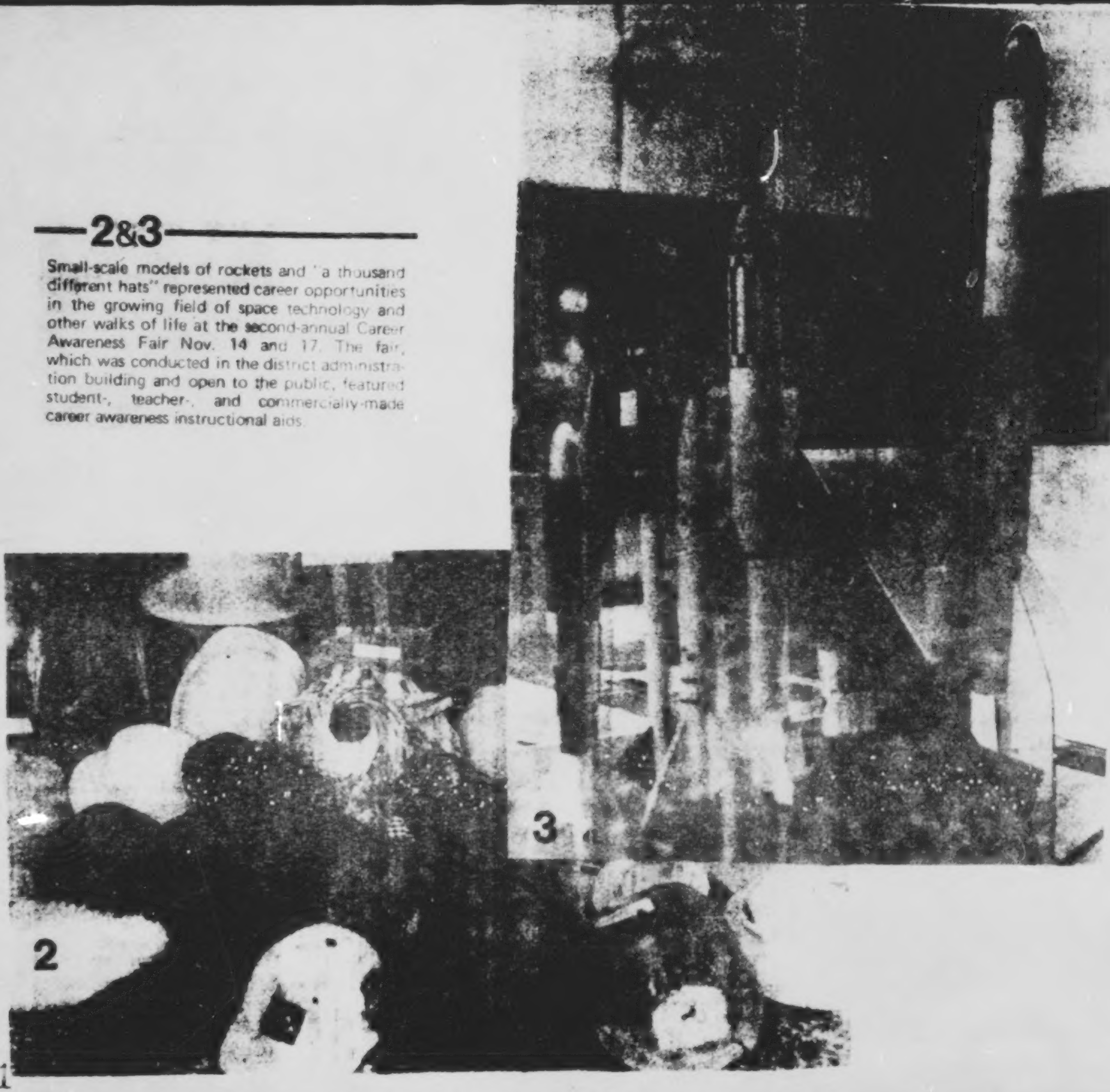
THIS YOUNG Thurston High School participant at the school's Industrial and Fine Arts Fair on Thursday night demonstrates the usefulness of a lathe. Hundreds of interested parents and school patrons came to the high school to view exhibits and demonstrations and to hear the Swing Choir and view a home economics sponsered fashion show. (News photo by Chris Mihulka)

CAREER AWARENESS FAIR

From: What's Going On Here, December 4, 1975

—2&3—

Small-scale models of rockets and "a thousand different hats" represented career opportunities in the growing field of space technology and other walks of life at the second-annual Career Awareness Fair Nov. 14 and 17. The fair, which was conducted in the district administration building and open to the public, featured student-, teacher-, and commercially-made career awareness instructional aids.



Teaching the teachers to teach

In-service program

Moffitt's Lois Arnold works on game

By SUSAN SHEPARD

When District 19 embarked on the three-year exemplary career education project, teachers were asked to blend much of the basic curriculum with a career education focus.

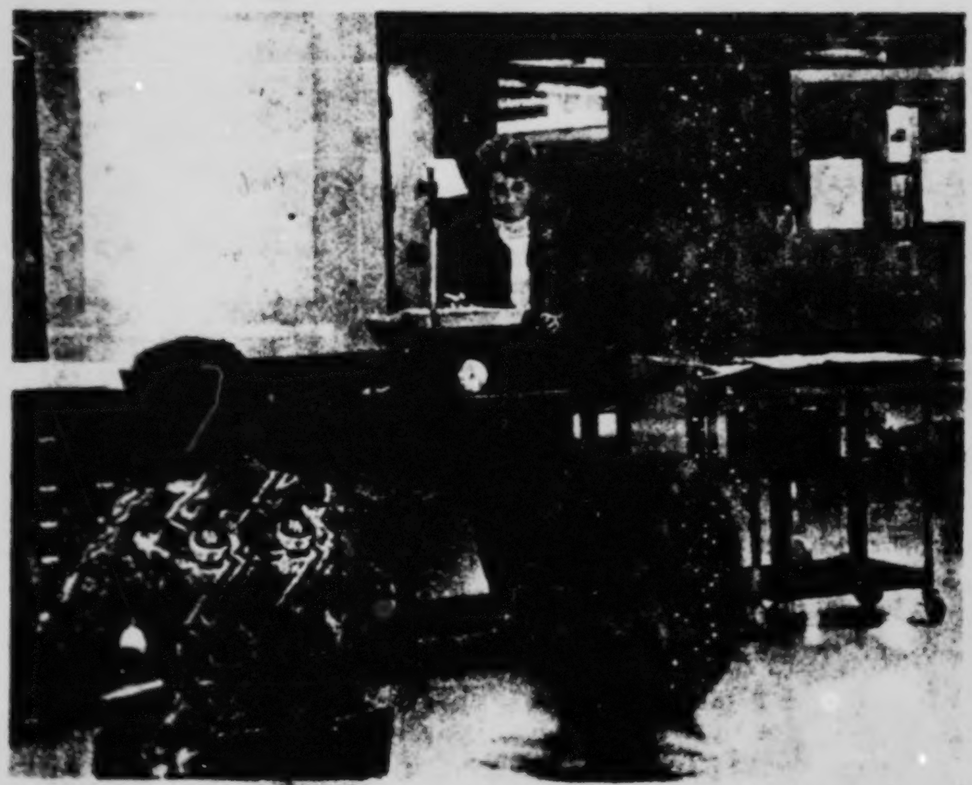
To provide teachers with new ideas on implementing the project goals in their classrooms, the administrators of the career education program began developing in-service education for the staff.

To promote the goals of career awareness at the elementary level, occupation exploration at the junior high level, and occupation decisions and experience in the high school grades, several opportunities exist for teachers to get education in the area of career education.

Release days, summer workshops, the extern program, Education Professions Development Act program, and Division of Continuing Education classes are the major sources for teachers.

"I feel these programs are productive," explained project coordinator Bob McKee. "They help to accomplish the goals and procedures set up by the project." McKee added that he believes "teachers are becoming more knowledgeable as a result" of the programs.

Early release days occur six times during the year, the most recent being Nov. 19, with another scheduled on Jan. 14. On these days, students are sent home two hours early so that teachers can meet with their building coordinators in



Marilyn Olson of Lane IED explains use of newspapers

the career education program to discuss and work on projects that relate to the regular learning activities, such as reading, mathematics and science.

Summer workshops are another opportunity for teachers to increase their career education skills and knowledge. During the past summer, over 300 teachers participated in 17 workshops to help develop the direction the career education program will take during the school year.

According to McKee, teachers also helped write booklets and plan in-services for the coming year during the workshops.

"Having summer workshops helped move the program forward," he emphasized.

The extern program provides in-service training and travel so that teachers can travel around the state to see what's happening in other districts. The program is sponsored by Oregon State University.

This year, two teachers, Ken Forger of Thurston High School and Bob Tormey of Briggs Junior High School, are participating in the extern program. After their visits, they disseminate the information to other teachers in the district.

The Education, Professions Development Act program supports teachers who apply for this grant to obtain their master's degree in career education and gain work experience at another district. District 19 is in the process of interviewing applicants for two positions under this act this year.

Division of Continuing Education classes in career education are also sponsored through District 19. Teachers get college credit for increasing their knowledge and better preparing them for working with career oriented courses in the classroom.

WITH A BACKGROUND of pamphlets explaining numerous jobs, District 19 employment specialist Roma Cleveland discusses one program with a student at Springfield High School. The newly created position is designed to help students make career plans and find jobs in those careers. (News photo)

Job specialist 'bridges the gap'

By SUSAN SHEPARD

With the emphasis on career education in the Springfield schools, Roma Cleveland's job as an employment specialist is a natural addition.

Mrs. Cleveland describes her position as simply "bridging the gap" between school and the world of work. But that bridge has a multitude of facets.

The newly created position is funded under a one year federal grant which is supplemented with funds from the exemplary career education program. In it, Mrs. Cleveland helps provide work experience opportunities, works with students on career goals, provides placement in jobs for graduates and drop outs, is a resource person for teachers and the community, and works to inform employers of the Springfield program.

"It is really exciting," she said, "but scary because its never been done before." This type of position is a relatively new concept, according to Mrs. Cleveland, who noted the Springfield program is being watched with interest throughout the state.

Having been on the job for a little over three months, Mrs. Cleveland is just getting many of her projects under way, and plans to develop numerous others are already in the works.

One of her first tasks was to set up a schedule which places her in both high schools and an office within the community during the week. Currently, she spends Tuesdays at Springfield High, and Thursdays at Thurston High, with Mondays, Wednesdays and Fridays spent at her office at 2110 Paramount Square.

"Since I am working with employers in a placement service capacity," she said, "the feeling was that it would be best to have an office in a business area rather than at the administration building."

She shares a former doctor's office with Darlene Huckins who works under the county's Comprehensive Education and Training Act.

Thus far, Mrs. Cleveland has worked with only a couple of students, but she figures once the program is in full swing she will have about 300 students using the placement service.

To help inform the community of her role, she has prepared a slide presentation which she hopes to give to service clubs and business groups.

"I see my role somewhat as an information clearing house," she said. "I will show students how to use resumes and other job-getting skills to help them find work on their own or with my help."

She has compiled a 35 page booklet, filled with information, helpful hints, sample resumes and questionnaires to help students be prepared when they go for job interviews.

The booklet helps students evaluate themselves and a potential job, discusses interviewing, guides them in preparing a resume, and gives tips on how to succeed in a new job.

"Primarily I'll be working with kids that are undecided about what their future plans are," she said. "Hopefully I will help them firm up an idea of what they would like to do."

Part of the problem, in Mrs. Cleveland's estimation, is that students don't make any commitment early enough in terms of a career. "I try to urge students not interested in college to explore some of the cluster programs offered in the high schools."

The new employment specialist's background has helped prepare her for the work with students and employers. She has almost completed her master's degree in special education at the University of Oregon, taught business English and personal dynamics at Lane Community College, owned and operated her own dress shop, and worked for a private employment agency.

Hers is a job that school districts should have, she emphasizes, because "for every one adult out of work there are seven teenagers that are unemployed."

Primary grades 'tool up'

By SUSAN SHEPARD

The small movable cart equipped with hammers, saws, screw drivers, wrenches and the like, in addition to being a portable workshop, opens up a whole new world for many school-aged youngsters.

With the tools, District 19 elementary school students have the opportunity to saw a board, hammer a nail and a number of other carpenter-type activities, often for the first time.

"We're not trying to emphasize creating a finished product but attemping to give youngsters the experience of working with tools," explained John Young, career education resource person for the elementary schools.

While some of the elementary schools have used tools in their teaching programs for years, the tool selection is new this fall at each of the 14 elementary schools in the district.

Each school was allotted $150 from the Career Education budget to buy the tools of its choice and a cart in which to store and move them.

Young said the teachers will vary their use of the tools to fit their programs but "the students will have an opportunity to experience a whole realm of activities from tracing a pattern on a board and sawing it out to building a birdhouse or footstool."

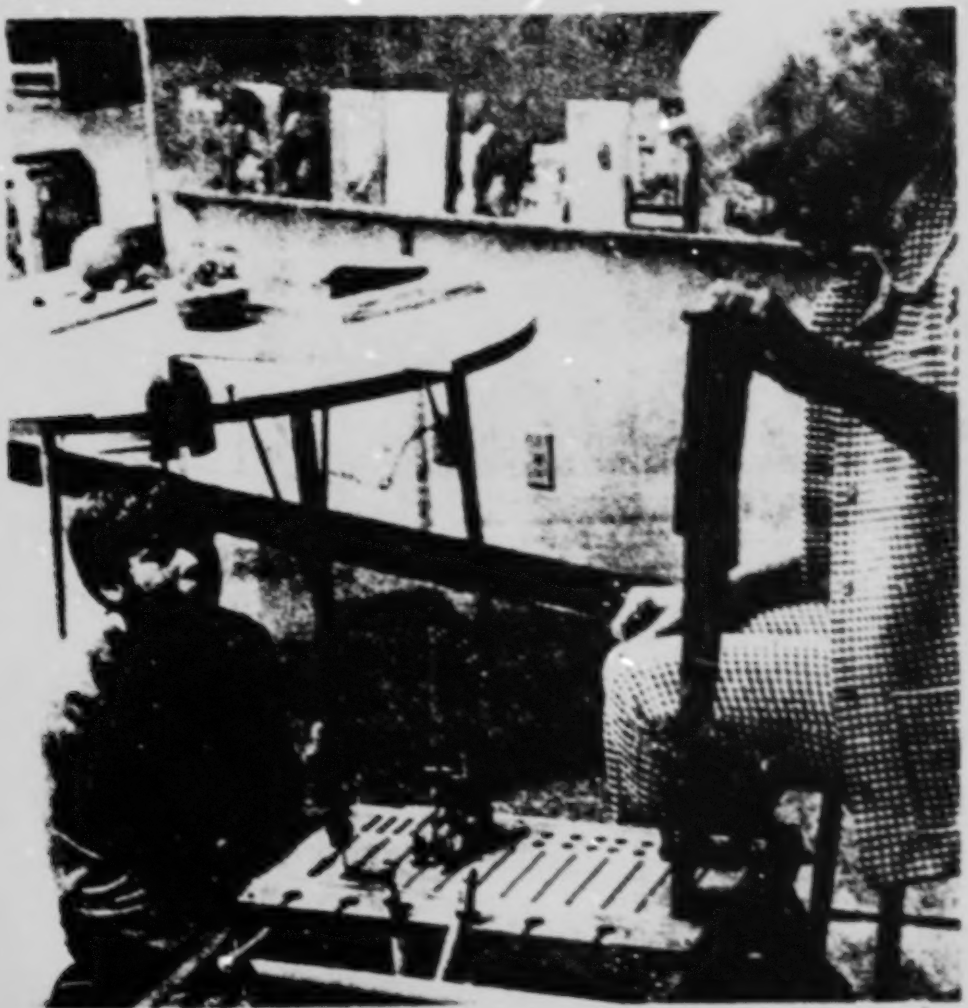
The tool carts are just one of the many ways youngsters in the elementary schools are made aware of career alternatives. "We are teaching elementary students about careers and how to make career decisions, not actually having them make such a decision," emphasized Hartley Trottgruben, District 19 career education coordinator. "It is really a very small part of the whole career awareness program at the elementary level," he said.

To prepare for incorporating the tools into their classrooms, some of the district's elementary teachers took a class last spring called "Industrial Arts in the Elementary School."

One of the advantages of the career awareness program according to Young, is that both boys and girls gain experience in a variety of endeavors. "Girls get to use the tools and boys get a chance to cook and sew," he said.

PRIMARY GRADES TOOL
(Continued)

PAGE 4-A SPRINGFIELD (ORE.) NEWS, FRIDAY, SEPTEMBER 20, 1974



ATTENTIVE EXPRESSIONS were evident on the faces of **students as Doris Sherk**, fifth and sixth grade **teacher at Yolanda Elementary** School, describes **the various tools and** their purpose. **Her explanation of the equipment** contained in the tool cart **included the crosscut saw** (above) **and the try square. A girl (right) experiments with the try square and its uses** during the introductory **class session with the** tools. (News **photos**)

SPRINGFIELD (ORE.) NEWS, WEDNESDAY, JULY 31, 1974

Career education workshops slated

About 200 District 19 teachers are participating this summer in career education workshops to prepare them for giving career guidance to students at all levels in the public schools.

According to Bob McKee, coordinator of the Exemplary Career Education Program for District 19, 17 workshops have been or will be held this summer, ranging in length from two days to three weeks. The workshops are organized, McKee said, according to several facets of the proposal for career education implemented by the school board on July 1, 1973.

They include career awareness for grades one through six; exploration for grades seven through nine; preparation, which is geared to getting students ready to apply for jobs, grades 11 and 12; and post-school placement, offering guidance to graduates and drop-outs.

McKee said career guidance is not to be a separate subject in elementary schools, but will be integrated into the total curriculum. At the high school level, he said, emphasis on career choice will probably be in modern problems and business courses, but will be a part of every course as instructors apply and share what they know about vocational opportunities in their specific field.

The new graduation requirements dictate that all students take one semester of career education at the ninth grade level as well.

McKee said all students are being encouraged to take one of nine "clusters" in high school. These clusters represent two years' work in such vocation-oriented fields as woodworking and mechanics. He said even college-bound students will be advised to acquire such salable skills as something to fall back on if college degrees don't lead immediately to employment, or as lifetime vocational interests.

The career education program is the result of a $383,000 grant received by District 19 last July. Springfield was one of six school districts in the Pacific Northwest, and the only one in Oregon, to receive the grant from the Health, Education, and Welfare Dept. The program will continue next summer under the same grant.

McKee said additional teacher training in career guidance will be accomplished by sending students home two hours early six times during the year, freeing teachers to meet together and with counselors at the high school level and building coordinators.

Exemplary Career Education NEWS

Volume 3 No. 1 Springfield, Oregon October 6, 1975

EXEMPLARY CAREER EDUCATION WORKSHOPS

From June 16th to August 26th, 1975, the Exemplary Project sponsored 30 workshops involving teachers from all levels. Six were specifically at the elementary level, five at the junior high level, ten at the senior high level and nine were a combination of teachers from either all three levels or the junior-senior highs.

As with the summer workshops of 1974, many booklets and activities were developed. The topics involved included: reviewing and studying curriculum changes, infusing career awareness in grades 1-12, updating long-range plans, developing plans for a guide-teacher program at the secondary level, studying career centers for the six secondary schools and providing time for building coordinators to plan their programs for the year.

Bob McKee, Coordinator, was very pleased with the results of the workshops.

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BUILDING COORDINATORS - 1975-76

Building coordinators have been chosen to represent all Springfield schools. They are:

Elementary
Brattain - Gary Kessler
Camp Creek - Leonard Arney
Centennial - Jay Rickford
D. Gardens - Jeremy Durfee
Goshen - Dorothy Chambers
Guy Lee - Justina Boyle
Maple - Lathera Philips
Mohawk - C.B. Bates
Moffitt - Julie Kessler
Mt. Vernon - Marge Kellogg
Page - Ann Johnson
Thurston Elem. - Dick Ruf
Walterville - Rick Grimes
Yolanda - Doris Sherk

Junior High
Briggs - Chuck Sullivan
Hamlin - Jerry Bishop
SJH - Louise Hagebush
TJH - Bill Rainville

Senior High
SHS - Bobbie Newman
THS - George Stewart

****

SECONDARY RESOURCE TEACHERS

The Exemplary Career Education Project has added two half-time secondary Exemplary Career Education Resource Teachers for the junior and senior high schools for the third year of the project. They are Mrs. Bobbie Newman, Counselor at Springfield High, and Mr. George Stewart, Counselor at Thurston High.

Secondary Resource Teachers ... Continued

Mrs. Newman will be working with the staffs at Hamlin, Springfield Junior and Springfield High schools. Mr. Stewart will be at Briggs, Thurston Junior and Thurston High. They will be at these buildings on a regularly based schedule. They want to assist teachers in any way they can, so please contact them through your building coordinator.

The responsibilities of the resource teachers include: assist in the coordination and implementation of Career Exploration and Preparation in all secondary schools; to assist in planning at district, building and individual levels; to locate and develop new activities and resources; to disseminate information about the Springfield Career Exploration and Preparation programs to other districts; to assist in the coordination of the activities of the secondary building coordinators and to implement and coordinate an assessment of Career Exploration and Preparation activities.

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OSU CAREER EDUCATION INTERN

Mr. Benny Juarez is the Oregon State University Intern for this year with the career education department. In the past years, the interns have started with us in January and finished in May. Mr. Juarez began in August and will continue until May 31, 1976. He will be in the district Mondays, Tuesdays and Wednesdays. The rest of the week is spent in classes or Intern visitations. Benny hails from Alburquerque, New Mexico, and has had experience in high school instruction, junior and senior high librarianship and as a vocational education instructor.

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NEWS FROM AROUND THE DISTRICT

C/A RESOURCE TEACHER

John Young, Career Awareness Resource Teacher, is available to work with teachers and staffs. John is able to assist you with planning staff and student activities in anything that is awareness related (occupations, self awareness, guidance, communications, decision making, values clarification, group process, etc.). John will also demonstrate career awareness activities in your classroom with your students. You can contact John on extension 215.

BRATTAIN ELEMENTARY

Brattain has added a new dimension to their inservices this year -- parents! Those who attended the September inservice were very positive and enthusiastic towards continuing the visitations. The staff has divided into four committees. They are dealing with self awareness, group process, values clarification and decision making.

YOLANDA ELEMENTARY

The 90 students of the three fifth-grades at Yolanda are currently studying Oceanography. Through films, texts and library books, they have become aware of various occupations in this field. A diver brought slides and diving equipment to the school. More than 50 students will have participated in a trip to the coast. Saturday, October 4. They visited Cape Perpetua, a lighthouse, the sand dunes and the Marine Center at Newport.

MOFFITT ELEMENTARY

The staff has been divided into four committees for focus topics for four months. The focus topics and months are: October - public safety; November - transportation; January - retail sales; and February - wood industry. Each group is to prepare a resource packet appropriate for all grades. This is to include a calendar of AV materials ordered, guest speakers scheduled to come in and field trip contacts made and/or arranged.

GUY LEE ELEMENTARY

A number of teachers are well into the use of the focus materials again this year and the EBC Self Awareness program which just arrived is being prepared for use in three or four classrooms.

The tool kit is being used regularly and has provided a mini-class for a group of students in the Special Education E D class.

GOSHEN ELEMENTARY

The Scarecrow puppets came to Goshen to demonstrate different kinds of puppets. These included hand puppets to larger-than-life masks. They presented a short skit entitled "The Other Face." After the performance, the students talked to the performers, tried on the masks and operated the sound effects. It was an opportunity to talk about skills, feelings and work settings of people in a fine arts profession.

THURSTON ELEMENTARY

Thurston Elementary is trying to develop a program which will deal with the gifted children in the school and relate this to career awareness concepts. They are concerned about the special needs these children have in all life careers. The program is very much in the developmental stage but exciting.

MAPLE ELEMENTARY

Activities at Maple Elementary since the beginning of school have included: developing a banking system to collect money from students for a bicentennial train visit; using the cooking kit and filling the building with delightful aromas; and learning how to use the TAD kits.

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REMINDERS

Demonstration Days: October 14 - Thurston Senior High, October 23 - Hamlin Junior High and October 29 - Goshen Elementary. November 4 - Mt. Vernon Elementary and November 19 - Walterville Elementary.

Slide Tape: Contact the Career Education Office if you would like to use the 10-minute slide-tape which explains the Exemplary Career Education Project. We would be happy to set this up and run the equipment for any staff, parent or community meeting you may have. Career Education Office telephone number is 215 (in-district).

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Springfield Public Schools

Administration Building
525 Mill Street
Springfield, Oregon 97477
Phone 747-3331

Mr. William E. Lewellen, Superintendent-Clerk

Dear Visitor:

Welcome to Springfield! Our community and staff sincerely hope your visit will prove enjoyable and profitable.

We have found that a candid exchange of viewpoints is a valuable and rewarding experience, so do not hesitate to share with us your observations of our educational program.

If I can be of any assistance during your visit, please feel free to contact me.

Sincerely,

Bill Lewellen
Superintendent

BL:eb

SPRINGFIELD PUBLIC SCHOOLS
525 MILL ST SPRINGFIELD, OREGON 97477 PHONE (503) 747 3331

These materials may be ordered from:

Bob McKee, Coordinator
Exemplary Career Education Project
Springfield Public Schools
525 Mill Street
Springfield, Oregon 97477

Career Awareness Classroom Activities Booklet, August, 1974 for Grades 1-6. A series of classroom activities classified into such areas as decision-making, values clarification, occupations, life roles $1.50

Career Exploration Resource Guide for Activities in the Four Life Roles, August, 1974 for Grades 7-9. A book of classroom activities cross-referenced for use in more than one discipline. Each activity gives the grade level, curriculum area, life role, and duration of activity $2.00

Elementary Building Coordinators' Handbook, August, 1974 (revised, 1975) for Grades 1-6. A twenty-eight page handbook that provides a set of guidelines and definitions which can be used by Building Coordinators in performing their duties. . . . . $ .50

Secondary Building Coordinators' Handbook, August, 1974 (revised, 1975) for Grades 7-12. A twenty-two page handbook that provides a set of guidelines and definitions which can be used by Building Coordinators in performing their duties. . . . . $ .50

Some Things to Consider About Advisor/Advisee Groups, August, 1974 for Grades 7-9. A suggested decision-making process for a school's involvement in the advior/advisee program. Goals, responsibilities, how to get started and suggested ideas are all included. . . . . $ .50

Inservice Handbook for Career Awareness, November, 1974 for Grades 1-6. A handbook with suggestions for planning, conducting and evaluating inservices. Includes specific activities for certain topics relating to Career Awareness . . . $1.50

Resource Unit for Decision Making Skills Including Values Clarification, August, 1974 for Grades 7-9. Activities to be used to gain skills in decision-making through individual or group processes $1.00

How To Be An Academic Advisor, A Handbook, August, 1974 for Grades 10-12. A handbook for high school counselors including contacting advisees, the counselor and the parents, testing, academic advising and career advising . . . . $ .75

Springfield School District Youth Placement Service, August, 1974 for Grades 10-12. This handbook can be used by teachers as a mini-course guide to teach students "How to Choose" and "How to Get A Job" techniques . . . . $ .75

Career Education Games, Volume I, August, 1975 for Grades 1-6. This booklet contains drawings of games, game pieces, rules and directions. All the games are career and self awareness oriented. The book is made so that games can be placed on an opaque projector and traced on gameboard. $1.25

Career Awareness Games and Bulletin Boards, Volume II, December, 1975 for Grades 1-6. Additional career awareness and self awareness games are included in this booklet. It also includes bulletin board ideas $1.50

Elementary Cooking and Baking, August, 1975 for Grades 1-6. This is a recipe book developed to accompany elementary cooking and baking kits. Has many good recipes, measuring hints, safety precautions, cooking with metrics and games $1.00

The Career Awareness Aspects of: Man: A Course of Study, Nystrom (Where and Why), and Holt Data Bank, Winter, 1976 for Grades 1-6. This booklet identifies the career awareness concepts as they appear in the three Social Studies programs. . . $1.00 For anyone interested in just the Holt Data Bank program, there is a similiar booklet concerning itself with that program only. . . . . $ .75

Decision Making Booklet, August, 1975 for Grades 1-12. A booklet of strategies for teaching decision making skills which includes all grade levels $1.00

Career Awareness and the Elementary Curriculum, December, 1975. A set of bookmarks for teacher use. Each bookmark lists career awareness suggestions for a specific subject area. . . . . $ .50

Activities and Materials for Vocational Communication, August, 1975 for Grades 10-12. A handbook of activities and materials concentrating on language arts skills directly related to vocational areas. . . . . $ .50

Career Communications: A Booklet for High School Teachers of English, June, 1975 for Grades 1-12. A course outline to teach the English skills as they relate to the cluster areas. Emphasis is on reading, comprehension, composition, speech, vocabulary and use of technical reference . . . . $ .50

Career Centers, July, 1975 for Grades 7-12. A feasibility study stating the problem, the rationale for career centers, the purpose, pilot plan outlines, successful career centers and a list of materials available. $1.00

Women in the Working Role, July, 1975 for Grades 7-12. This nine-page report defines the problem, examines existing programs for women, establishes goals and plans for the implementation of these goals . . . . $ .50

Criteria for Integration of EMR Pupils Into Vocational Classes, July, 1975 for Grades 10-12. This booklet explains how to integrate EMR students into the food cluster program and the industrial education cluster programs including metals, mechanics and wood fabrication . . . . $ .50

Art & Music Cooperative Work Experience, 1976. This program is formulated to instruct interested students to this specific process of placing them in designated community work stations of their choice. $1.00

Art Career Awareness for Junior High School, Summer, 1975 for Grades 7-9. A career awareness unit developed to be implemented in art at the junior high school level. . . . . $ .50

All of the above were funded by the Exemplary Career Education Project of Springfield.

Teacher Guide for Career Awareness Process in the Elementary Schools, revised June, 1972 and January, 1974. Developed and implemented by Brattain and Mt. Vernon Elementary Schools $2.50

APPENDIX D

Program Materials

Position Statement

Statement of Philosophy

The Reason for Career Education in Springfield

Career Awareness Student Goals

Sample Career Awareness Materials

Advisor-Advisee

Vocational Information and Placement

Summer Workshops

Guidelines for Mini-Grants

Springfield Public Schools
School District #19
Springfield, Oregon

January 14, 1974

POSITION STATEMENT - Career Education

From time to time there is some confusion as to what is Career Education as we refer to it in Springfield. This paper is an attempt to create a common point of view regarding Career Education.

CAREER EDUCATION needs to be looked at as the four life roles: Family, Citizen, Avocational, and Occupational. We do not plan to focus all of our attention on just the wage-earning role in which man is involved. This is important, but only as it relates to the other three vital roles. The implication that Career Education is just giving attention to the wage-earning role or the occupational role must be tempered, with an increased emphasis in the Family, Citizen, and Avocational roles. The educational program must, at all times, reinforce, provide new information, assist in decision-making regarding life as it relates to these four roles.

CAREER EDUCATION should be a natural and on-going integral part of the experiences of our students, day by day. In each content area the curriculum should keep in mind how and what is the process by which these four life roles are strengthened through the learning that takes place in the classroom.

THERE ARE MANY COMPLICATIONS that do arise when a member of the society does not have the skills, desires, and attitudes to be in a wage-earning role. There are equally serious complications involved when the wage-earner does not know how to handle the decisions in the other three life roles.

CAREER EDUCATION, THEREFORE, is preparation for and the fulfillment of living, day by day.

CAREER EDUCATION is the process of helping students to learn how to live - not just how "to make a living".

DK:et

December 11, 1972

STATEMENT OF PHILOSOPHY*
Concerning Career Education In Springfield School District

WE BELIEVE that education is not only a preparation for the future, but that it is a meaningful part of present living. Education not only provides young people with knowledge and skills they may need as adults, but it also provides experiences in which they may find present fulfillment. Career Education has an important part in this function of total education.

WE BELIEVE that students have common needs that must be met with basic programs of instruction, but that students also have individual and differing needs that can only be met with instructional programs designed to meet these individual and different needs. Many of these needs involve one's present and future relationship to the world of work. Career Education in Springfield is designed to relate to these common and differentiated needs.

WE BELIEVE that career education can be partially effected in special vocational classes and programs but, to be most effective, must be comprehensive in scope - incorporated at every grade level and in every class wherever possible. We believe that as teachers relate their instruction to careers with which students identify, it will be made more meaningful to students.

WE BELIEVE that a career or occupational role is one important life role that has a strong interrelationship with the family, citizen, and avocational life roles. We believe that a person who has a reasonable degree of exposure in each of these life roles has a better opportunity to succeed, and that failure in the family, citizen, or avocational life role will adversely affect the occupational life role. Career Education in Springfield looks for ways of strengthening all of these life roles. Since these life roles are interrelated, any subject can be related directly or indirectly to careers.

WE BELIEVE in the concepts of

- . CAREER AWARENESS in grades 1-6, in which school life and life outside of school will have greater meaning if students are made aware of the intricacies of the world of work, and if instruction is related to the world of work in some way;
- . CAREER EXPLORATION in grades 7-10, in which students are provided with a wide variety of learning experiences which help them to know their own abilities and interests as well as to explore a number of occupations which may help them in logical educational planning;
- . CAREER PREPARATION in grades 11 and 12, in which students narrow their attention to job families or career clusters matching their abilities, interests, and career goals. Participation in Cooperative Work Experience is encouraged whenever possible.

WE BELIEVE that guidance must play a vital role in the Career Education program at all grade levels in that guidance has major functions of

- . student assessment of abilities, aptitudes and interests;
- . educational planning, helping students identify an appropriate career choice;
- . identifying student needs and providing input for curriculum modification; and
- . student placement in appropriate jobs.

WE BELIEVE that this Statement of Philosophy includes goals which should give direction and stability to the district's program. It should provide perameters for ongoing and new programs. It should go through a periodic review process involving the community, the staff, and the students. If changes are made, they must be communicated to all concerned.

*From Exemplary Career Education Proposal, December 1972, revised October 30, 1973.

Springfield Public Schools
School District #19
Springfield, Oregon

June, 1974

THE REASON FOR CAREER EDUCATION IN THE SPRINGFIELD SCHOOL DISTRICT

It is important to have a little background about the Springfield Community in order to get a feel of what has prompted the Springfield School Board to develop its curriculum with a focus on Career Education.

The majority of our laboring force is involved in sawmill, plywood, and logging type work. A significant number are involved in supportive roles such as supplying culverts, logging trailers, belts, chain, wire rope, etc. to the industry. Besides the Weyerhaeuser Plant there are two large manufacturing plants here who build logging trailers, a briquet plant, and the Borden's Chemical which supplies glue for the veneer. Springfield is very much a "lunch bucket community"; one which understands the values of an education that helps a student make decisions regarding the occupational interest and life goals.

During the 1959-60 year, plans were being developed to construct a new high school, Thurston High School. The planners felt that increasing the heavy labs facilities to accommodate vocational classes was a necessity. At the opening of Thurston, it was quite apparent that this particular high school facility had some added shop space necessary to provide an emphasis on vocational training. During 1964-65 a large lay advisory committee studied the old Springfield High School facility to determine what kind of steps could be economically performed to bring the building up to standards, or should it be removed and a new building constructed. They also made their thoughts known that a comprehensive educational program was needed for the kids in our community. In 1968 during Christmas vacation, five staff members from Oregon State met with the Springfield School Board to discuss the possibilities of developing a new model in public education. The model described was to place greater emphasis on the relevance of school to the four life roles: family, citizen, avocational, and occupational. Shortly after that meeting, funds were received from the U.S. Office through Oregon State University, to finance an experiment to try and provide such a new model for education. Springfield was selected as the District to develop such a model. In this task a great deal of effort was made to involve students, parents and business people in a needs assessment which would provide the foundation for education. In addition to the four life roles, a process was needed for students to be able to interact with others in problem-solving cases which involve social issues, to look at individual responsibilities, and in life goal planning; therefore, parent/student planning emerged in the junior high schools. This thrust helped the communication link between the home and the school.

In 1972, the District was invited to send a District team to Ohio State University to receive direction and guidance in preparing a proposal of a school model involving a great emphasis in Career Education. Considerable effort was put forth in developing such a plan. Springfield was not selected as one of the model project schools; this was due mainly to philosophical difference in that we did not believe that a program of materials could be packaged and made transportable to another school district. The need for staff involvement is very critical if Career Education is going to become visible in a school district. Staff needs help in developing a new knowledge base.

Following this experience, in December of 1972 a proposal was prepared for Exemplary Career Education funding under Part D of the Vocational Education Act of 1968. The District submitted a proposal very similar in scope and objective to that prepared for the Ohio State School Model Project. This proposal was approved and funded for a three-year period beginning July, 1973 and ending July, 1976.

DK:et

SELF AWARENESS

Program goal: Students should be aware of themselves as unique persons who have certain likes and dislikes, abilities and disabilities, feelings and values.

Therefore, students should:
—understand rights and responsibilities of self within home and school.
—realize the importance of "self" as an individual and as a worthy member of groups.
—be aware of their capabilities and limitations as related to individual roles.
—recognize the value of learning in achieving individual goals.
—be able to relate their rights, responsibilities and abilities as a worker to jobs.
—be aware that self interests, aptitudes and achievements influence future occupational goals.
—recognize similarities and differences between self and others.
—recognize that one's own actions have consequences for self and others.
—understand what they value in themselves and their environment.
—understand that one's values influences their own decisions.
—recognize that a wide variety of experiences increase sensory awareness and the ability to do a task.
—understand that tools are extensions of the self.
—be aware of how they are perceived by others.

APPRECIATION OF OTHERS

Program goal: Students should understand that all people have dignity and worth.

Therefore, students should:
—appreciate all individuals in the school setting.
—understand how to get along with each other.
—recognize interdependence of individuals within a school, home, community, on a job.
—understand the feelings and values of others.
—be aware that relationships between self and others affect job performance.
—recognize that others have the right to have differing values.
—understand that people have different likes and dislikes.
—understand the term "stereotyping" as it relates to sex, race, religion, physical traits, etc.
—recognize the equality of right of people regardless of sex, race, religion, physical traits, etc.

GROUP PROCESS

Program goal: Students should be able to function and communicate effectively in group settings and individual transactions.

Therefore, students should:
—know how to share and cooperate, accept direction and responsibility to attain goals.
—understand and appreciate individual and group goals.
—recognize that some tasks will be done alone and some in groups or teams.
—be aware of personal responsibilities in resolving conflicts between individual and group goals.
—relate school environment to the structure and order of society.
—understand that the learner's functioning in society may bring increased personal satisfaction and greater group achievement.
—understand that groups may accomplish tasks by having each individual specialize in a particular subtask and that specialization creates an interdependent society.
—have knowledge of the requirements for getting along with each other.
—recognize the importance of listening and communicating within a group.
—understand various methods of group problem solving.

DECISION MAKING

Program goal: Students should be able to state and clarify their own values, feelings and attitudes and use this knowledge to make desirable and effective decisions for themselves.

Therefore, students should:
—understand that values affect decisions.
—understand that making decisions is required to meet personal goals.
—be aware of the consequences of one's own decisions.
—understand that they may control their decisions, but not the outcomes of those decisions.
—understand the importance of identifying alternatives.
—understand that decisions are made by individuals and groups at home, school, community and on the job.
—understand the importance of predicting consequences.
—be aware of their personal goals.
—be able to examine and recognize the importance of personal values when making decisions.
—know that there is a variety of decision-making strategies.
—know and use appropriate decision-making strategies.
—be able to recognize and use adequate and relevant information when making decisions.

ECONOMIC AWARENESS

Program goal: Students should know the relationship between goods, services, prices, producer and consumer and how these are affected by their values.

Therefore, students should:
—know that people exchange goods and services.
—know that there is a monetary system and that it is used for exchange of goods and services.
—know that goods are produced and distributed.
—understand the home unit and what is available, needed, wanted or is a luxury. This includes a means of exchange.
—understand the process of production and distribution of goods and services.
—be aware of the law of supply and demand.
—understand the principle that specialization creates an interdependent society.
—develop the concept of management of finances (earning, spending, borrowing, saving).
—be aware of the wage earner's role and how it affects the home unit.
—be aware of the wage earner's job specialization and how it affects the home units.
—begin to understand the economic relationship between self, family and community.

CAREER AWARENESS STUDENT GOALS

We believe that, as a part of their own individual Career development, there are certain Career Awareness Goals that must be met by children during their elementary school years. These goals are achieved through school experiences to the extent that by the end of the 6th year students should:

- be aware of themselves as unique persons who have certain likes and dislikes, abilities and disabilities, feelings and values.
- understand that all people have dignity and worth.
- be able to function and communicate effectively in group settings and individual transactions.
- be able to state and clarify their own values, feelings and attitudes and use this knowledge to make desirable and effective decisions for themselves.
- know the four life roles: family, citizen, occupation and leisure time and should know that their own values, feelings and attitudes affect their life roles.
- acquire basic reading, writing, computational, problem solving and physical skills and understand the importance of them to life roles and Careers.
- know that people work at a variety of jobs and that all work has dignity and worth.
- know the relationship between goods services, prices, producer and consumer and how these are affected by their values.

The purpose of these goals and related sub goals, are to provide students with:
a background of knowledge
a body of skills and processes
an understanding of feelings and values
an appreciation of people

So they can:
discover their aptitudes and interests
identify their individual learning styles
express their self awareness
make decisions that relate to their career and life development in order that they might function more effectively as a worker, family member, citizen and individual

LIFE ROLES

Program goal: Students should know that people work at a variety of jobs and that all work has dignity and worth.
Therefore, students should:
–have knowledge of careers at home.
–have knowledge of careers outside of the home.
–have knowledge of careers at school.
–be introduced to careers in the community.
–have knowledge of careers necessary to maintain the community.
–be able to compare local jobs to jobs of other cultures? includes attitudes, personal adjustment as well as skills and tools.
–develop an understanding of the reasons why people work.
–be aware that relationships between self and others affect job performances.
–be aware of career specializations in society? of social, economic and geographic factors that generate careers? of community interdependence to fulfill needs.
–be aware of how careers affect life styles; that occupational success requires competencies and performance standards, that occupations change with changing community needs.
–be aware of job classifications and their inter relationships.
–understand the relationship of careers to social needs, geography, data, people and things.
–recognize the inter-relationships between job/school skills and behavior.
–understand natural career changes.
–recognize that different careers require different skills (learning is a career!)
–understand that knowledge and the use of specific tools and tasks are required for specific careers.
–understand the differences between mass production and individual craftmanship.
–know that complex machinery is produced by a combination of simple machines.

BASIC SKILLS

Program goal: Students should acquire basic reading, writing, computational, problem-solving and physical skills and understand the importance of these to life roles and careers.
Therefore, students should:
–understand that education and work are interrelated.
–recognize the importance of working with and without supervision, independently and with others.
–understand that the use of tools requires physical coordination.
–know the tools, skills and methods used in research.
–have reading, writing, computational and problem-solving skills and know how they are used in various life roles.
–understand that different jobs have different requirements, involving skills, tools, responsibilities and attitudes.
–know how each school subject area is related to their life roles both now and in the future.
–understand the importance of school subjects and learning to career development.

Funded by the
Exemplary Career Education Project
Project No. 361174
Grant No. OEG - 0 - 73 - 5288

Springfield School District No. 19
525 Mill Street
Springfield, Oregon 97477

OCCUPATIONAL AWARENESS

Program goal: Students should know that people work at a variety of jobs and that all work has dignity and worth.
Therefore, students should:
–have knowledge of careers at home.
–have knowledge of careers outside of the home.
–have knowledge of careers at school.
–be introduced to careers in the community.
–have knowledge of careers necessary to maintain the community.
–be able to compare local jobs to jobs of other cultures; includes attitudes, personal adjustment as well as skills and tools.
–develop an understanding of the reasons why people work.
–be aware that relationships between self and others affect job performances.
–be aware of career specializations in society; of social, economic and geographic factors that generate careers; of community interdependence to fulfill needs.
–be aware of how careers affect life styles; that occupational success requires competencies and performance standards; that occupations change with changing community needs.
–be aware of job classifications and their inter-relationships.
–understand the relationship of careers to social needs, geography, data, people and things.
–recognize the inter-relationships between job/school skills and behavior.
–understand natural career changes.
–recognize that different careers require different skills (learning is a career!)
–understand that knowledge and the use of specific tools and tasks are required for specific careers.
–understand the differences between mass production and individual craftmanship.
–know that complex machinery is produced by a combination of simple machines.

Career Awareness is Communicating

In order for communication to exist and be useful there must be:

Information given

Information received

Feedback returned

For people (and children are people) to deal effectively with each other they must be communicators.

Children (and other people too) can learn to communicate when they are allowed to talk to others.... at home..... at school.... at play..... anywhere

John Young, Resource Teacher
Springfield School District #19
Exemplary Career Education Project

Career Awareness is Valuing

In order to make decisions which effect yourself, your family, your job, your community, you must have some ideas about what you value.

Valuing is...*

Prizing your beliefs and behaviors and publicly affirming them when appropriate.

Freely choosing your beliefs and behaviors from alternatives, after considering consequences.

Acting on your beliefs with a consistent and repetitive pattern.

Children can learn to clarify their values and attitudes when they have the opportunity to freely express them.

---

*Paraphrased from: Values and Teaching, Raths, Louis; Harmin, Merrill; and Simon, Sid, Charles E. Merrill, Columbus, Ohio, 1966.

John Young, Resource Teacher, Springfield School District
Exemplary Career Education Project

Career Awareness is Deciding

Working...

Playing...

Being in a family...

Being a citizen...

All require decisions.

It is even a decision to choose not to decide.

Effective decisions require...

Communication
Valuing and
Identifying probable outcomes or consequences to alternatives.

Some decisions are "tough" and we can think through the process.

Many decisions are quick and we don't have the time to think it through.

Practice in decision making is helpful for both slow and fast decisions.

Children can learn to make decisions when they are offered choices in an atmosphere that allows them to exercise those choices and sometimes fail.

John Young, Resource Teacher
Springfield School District #19
Exemplary Career Education Project

Career Awareness is appreciating yourself....

and others....

I have dignity and worth just as I am, though I may choose to to change myself...

Others have dignity and worth just as they are, though they may choose to change themselves.

All work has dignity and worth,..

There is value in play...

Families have worth...no matter what the size or composition...

As a citizen, I have value along with certain rights and responsibilities...

John Young, Resource Teacher
Springfield School District #19
Exemplary Career Education Project

Career Awareness is Life

An awareness of Careers is an awareness of your role as a...

worker...

family member...

citizen...

user of leisure time...

consumer...

spiritual and aesthetic being...

And the relationship existing between all of these.

"Childhood is not preparation for life... it is life itself"*

---

*Sit Down, Shut Up, or Get Out; N.B.C. T.V. 1971.

Exemplary Career Education Project
John Young, Resource Teacher
Springfield School District #19

FEELINGS SQUARES

Grades 1-6

OBJECTIVE: For students to define their feelings and relate them to others.

MATERIALS: Paper divided into fourths (with or without the words), and

SAD	HAPPY
ANGRY	SILLY

newspapers or magazines.

PROCEDURE: 1. Give each child a sheet of paper divided into four squares.

2. Print or have students print one "feeling" word in each square (for younger children, it seems to work better to have the words already printed, then teach the words as sight word vocabulary. Older children can decide upon their own "feelings" words.)

3. Have each student draw a picture in the first square that shows something that makes him feel like the word in that square.

Alternative: Cut and paste pictures from magazines or newspapers.

4. When students have completed one square, have them share what they have drawn and why with one other student.

5. Continue until all four squares are completed.

6. Then, have students form groups of 4 or 5 with whom they have not yet shared and each shares their total picture.

NOTE: Defining feelings, or clarifying ones own values, is an important skill and a necessary part of the decision-making process. Most decisions are greatly influenced by ones own feelings and attitudes, values and beliefs. If we are able to recognize, identify and define these internal feelings the decisions made will more likely be more effective and meaningful

John Young, Resource Teacher
Career Awareness
Springfield Public Schools
Springfield, Oregon

Springfield School District #19
Exemplary Career Education Project

INQUIRY

Grade Levels: 1-6
Number of students: entire class

CONCEPT: The process of the Inquiry Approach produces, processes and applies data.

OBJECTIVES: Students will be able to:

- Use the Inquiry Process as one technique for obtaining data about occupations.
- Exhibit a change in skills of communication by improving their data collection and application.
- Perform questioning strategies to create new data about occupations; their traits, responsibilities and tools.
- List the types of questions that will give them large concepts contrasted with those that will give them specific facts.
- Listen, analyze and then respond to created questions.

STATEMENT: This activity can be adapted to any grade level. The process of the activity is the major focus and should be carried out, at least, three times a week. As students become more skillful, try colors, concepts, words that define concepts, tools, behaviors, feelings, etc.

MATERIALS: 35 - 3" x 5" cards with a picture and name of a different occupation on each card.

ACTIVITY: Day 1: 20 minutes

Explain the rules of the simulation.

Rules: You may ask questions.

You may ask only three questions per person.

If a person has identified their card, then you take it off their back and put it in front of them.

Questions can be answered with only YES or NO

Place cards on backs of everyone in the room and then allow them to ask their questions. If anyone identifies their occupation, they are to continue to answer questions for the others.

(Over)

15 minutes: After 20-30 minutes, stop the activity and have them place their cards on the front of their bodies and have them group according to similar services performed. Have each group define why they have grouped themselves in that particular group.

10 minutes: Discuss the large concept of how and why we group things such as occupations, services, people, society, etc.

5 minutes: Finalize lesson by answering questions the students may have on how to ask questions to get data for new questions. Prepare them for the session the next day.

Days 2, 3, 4, and 5: 60 minutes

Continue to use various occupations until students have developed some sort of sophistication in questioning strategy.

Be sure to use the same strategy as in Day One.

Have the students develop and hand in their jobs they have found, that are different, for the next day's cards.

Day 6: 60 minutes

Implement the student cards. Use the same strategy as in Day One.

Day 7:

Initiate new concepts and dimensions of the game. Try behaviors or people traits.

COMMENT: Sometimes we should treat the program and not the child. The child is a product of the program. This approach should be used in a non-authoritarian manner. Structuring students natural questioning strategy too much creates un-natural communication. Children should have the opportunity to develop freely with personal guidance from the teacher. There should be no condition to right or wrong but should be considered a fact of human frailty.

Developed by: John Davies, Specialist, Career Awareness, SDE, Salem, Oregon

Worker Interview

Your Name ______________________________

Occupation of Person Interviewed ______________________

1. In what way did your public education prepare you for your occupation?

2. What would you like to see the public schools emphasize?

3. What could the public schools emphasize to prepare people in your occupation?

4. If you had your choice, what job would you choose?

5. Are you satisfied with your present job? ________ Why?

Springfield School District #19
Exemplary Career Education Project

TEACHER-ADVISOR OR GUIDE PROGRAM

INTRODUCTION:

One method by which many of the individual needs of students can be accomplished is through the Teacher-Advisor or Guide Program.

PROGRAM OBJECTIVES:

I. To offer assistance to each student in his task of planning for his current and future educational needs.
II. To assist each student in identifying his abilities, aptitudes, and interests.
III. To make each student aware of school and community resources available to him.
IV. To establish a personal relationship between the advisor or guide teacher and the student and the parent.

ADVISOR OR GUIDE PROGRAM ACTIVITIES:

An advisor or guide teacher has the experience and knowledge to help the student in all of the following:

1. Help the student find classes that are of most benefit to his individual needs.
2. Develop an active file for each student which shows the student's total school experience.
3. Serve as a contact with students' parents. He may act as a liaison between student and other teachers, parents and other teachers, or parents and administrators. At any rate, he is a familiar voice to the parents and one in a good position to receive their questions and concerns.
4. Help the students explore career possibilities. He may do this by referring his advisee or guidee to counselors, community resources, other teachers in the building, or written material.
5. Help the student coordinate his classwork with career interests.
6. Help the student find the elective classes that are most interesting and helpful to him. Once the advisor knows his advisee, he can give encouragement to expand those interests.

STUDENT OUTCOMES:

With the help of an advisor or guide teacher, the student should:

1. Accept responsibility for his own academic and vocational planning.
2. Learn about educational and occupational resources available to him throug the school.
3. Understand the kinds of information that are available to help him in his own self-appraisal. (Test scores, occupational information, goals, etc.)
4. Learn how to more fully utilize the information and opportunities availab to him. (Counselors, work experience, community resources.)
5. Complete graduation requirements and elective courses that will help him most according to his interests and abilities.
6. Most important, have a human contact within the school that assures him that he is important and that it matters what he does while he is in schoo

(over)

STAFF OUTCOMES:

It is hoped that staff advisors or guide teachers will develop a:

1. more in-depth understanding of student needs and school performance.
2. more individualized program of curriculum and career planning.
3. greater awareness of their own respective disciplines as they relate to the total educational program and the "total student".
4. broader understanding of community needs and concerns.
5. program of curriculum geared more to the present as well as future needs of students.

CURRENT STATUS:

1. All secondary schools now have advisor or guide teacher programs. Each is at a different phase of development with inservice needs varying accordingly.
2. Ninety percent (90%) of the staff accept the advisor role and are doing a creditable job.
3. All secondary school staff made one home visitation or contact on September 28, 1975 during the first Career Education Project release day.

FUTURE PLANS:

1. Allot further time for staff application and evaluation of above program.
2. District staff now in process of planning district-wide "release day" to promote articulation and coordination between elementary and secondary schools.
3. Future budgetary needs are currently being assessed.

Springfield School District #19
525 Mill Street
Springfield, Oregon 97477

GUIDE PROGRAM

Springfield Public Schools
November, 1975

Guide Progams, sometimes called Guide-Guidee or Advisor-Advisee Programs. are operational in the two senior high schools and four junior high schools in the Springfield School District. Programs were operated independently in the six schools with varying degrees of success and with many ongoing changes. They vary in longevity from six-plus years at Thurston Junior High to Springfield Junior High's brand new program. School District administration has had implementation of Guide Groups in all secondary schools as a goal for four years and has encouraged their development at least that long. This program has also been included in the objectives of the federally funded Exemplary Career Education Project now in its third year in Springfield Schools, where it has received funding for staff workshops and inservice intended to foster the Guide Program concept.

The primary purpose of the Guide Program is to insure that each secondary student has at least one staff person who knows him well and takes a personal interest in his development and progress, providing sound guidance while he attends the school.

The attached pages show the nature of the Guide Program at this point in time in Springfield's six secondary schools. Details of each school's program may be obtained by contacting the school principal or by calling Chuck Crone, Coordinator of Student Services at 726-3247.

	Briggs Junior High	Hamlin Junior High	Springfield Junior High	Thurston Junior High	Springfield Senior High	Thurston Senior High
1) Years including 1975-76 that school has had a Guide Program:	3	4	1	7	3	3
2) Did school phase into program one grade at a time?	7th-1st yr 8,9th-2nd yr	yes	no	no	yes	yes
3) Grades now involved in Guide Program	7,8,9	7,8,9	7,8,9	7,8,9	10,11,12	10 & some 11th
4) Number of staff members having Guidees assigned to them:	36	36	33	35	all	all
5) Which have Guidees assigned to them:						
Administrators	0	0	0	2 share 1 group	all (4)	all except asst. prin.
Counselors	0	0	2	2	all (5)	all (5)
Non-certificated personnel	0	0	0	0	0	0
6) Counselors responsible for assisting other staff as Guides	yes	no	yes	yes	yes	yes
7) Guide groups assigned made up of						
a) one grade only	X	X	X	X		X
b) multiple grades					X	
8) Students assigned to Guide Teachers by						
a) student choice		8th,9th				
b) random selection	X	7th	X	X	X	X
c) other						
9) Guide Teachers meet with Guides as a group						
a) on a regular basis	1/mo for 25 min		1/mo for 25 min		3/semester	5/yr for 45 mi
b) when need arises	X	X	X	X		X
10) Contact person	Mr. Buckley, Principal Mr. Bushnell, Counselor	Mr. Connor, Principal Mr. Bishop, Counselor	Mr. Hassell, Principal Mrs. Tarbox, Counselor	Mr. Dmochowsky, Principal Ms. Arreola, Counselor	Mr. O'Neal Principal Mr. Semon, Counselor	Mr. DeVos, Principal Mr. Stewart, Counselor

What responsibilities do Guide Teachers in your school have this year?

	Briggs	Hamlin	Spfld.	Thurs.	SHS	THS
a. Meeting with total group	x	x	x	x	x	x
B. Meeting individually with students	x	x	x	x	x	x
C. Assisting students with academic planning	x		x	x	x	x
D. Approving student schedules		x	In future plans	x	x	
E. Assisting students to identify a tentative career choice				some	x	x
F. Interpreting standardized test results to students			In future plans	x		VPI ITED
G. Attendance of guidees.			x			x
H. Contacting parents	x	x	x	x	x	x
I. Home visits	x	x	x	x		x
J. Monitoring graduation requirements	x		x	x	x	x
K. Discipline of guidees			x			
L. Approving of schedule changes			x		x	x
M. Assisting with schedule changes		x	x	some	x	
N. Attempting to handle personal problems	x	x	x			
O. Talk to students about low or failing grades		x	x	x	x	x
P. Recording special activities or honors on permanent records						
Q. Facilitate group discussions or interaction	x			few		
R. Teach decision making skills	x					
S. Values clarification	x					
T. Teaching communication skills	x					
U. Other			x	x		

Roma Cleveland
V.I.P. - Vocational Information & Placement
2110 Main Street
Springfield, Oregon
747-3123

James R. Fowlds
747-2943

OPEN LETTER TO SPRINGFIELD AREA YOUTH

Roma Cleveland and myself, James R. Fowlds, want to contact you to inform you of some of the opportunities available for educational training and jobs. If you would like to talk about the services mentioned below, you can set up an appointment by calling Roma Cleveland, 747-3123, Jim Fowlds, 747-2943, or any of the people mentioned below. We hope that the information included will be of some service to you.

EMPLOYMENT OPPORTUNITIES

1. V.I.P., Vocational Information & Placement, WHERE? 2110 Main Street, Springfield, Oregon, located in the Paramount Center. WHO? Roma Cleveland, Phone: 747-3123. V.I.P.'s main service is to help you find a job by explaining how to interview and where to apply. V.I.P. can help you choose a career and give information about jobs available. This service is free to Springfield area youth.

2. Amazon Youth Center, WHERE? Amazon Community Center in Eugene. WHO? Barb Perez, Phone: 687-5351. This program is mainly for the youth of that area. The jobs are usually working for individuals, and they are short-term jobs.

3. CETA Youth Program, WHERE? 170 E. 11th Street, Eugene, Oregon. WHO? Claudia Peral, Phone: 687-4468. CETA assists people under 22 years of age who have a low income and are interested in obtaining some type of education or job training. A Summer Youth Employment Program is also being planned for students.

4. Youth Employment Service (YES), WHERE? 1432 West 11th Street, Eugene, Oregon. WHO? Ask for Bud, Phone: 686-7678. This program is mainly for summer employment, and you must be under the age of 22.

EDUCATIONAL OPPORTUNITIES

1. High School Completion, WHERE? Lane Community College, WHO? Dick Earl, Phone: 747-4501. To apply for the program you must be under the age of 18. You need a release from the high school you would have attended and a copy of your school transfer. For more information contact Mr. Wacker at Springfield High School. The cost is $15.00 per class, per term. Classes begin June 23, August 4 and September 22. There are evening classes available.

2. Adult Basic Education or G.E.D., WHERE? Lane Community College, WHO? Dick Earl, Phone: 747-4501. COST? Very minimal. This can be done during the day or night and you can start any time. You cannot take the completion tests until you are 18 years old. There are similar G.E.D. classes which meet in conveniently located places in the Springfield area. You can attend while still working.

3. Job Corps, WHERE? Oregon State Employment Office at the corner of 11th and Lawrence in Eugene. WHO? Gerry Arndt or phone 686-7765. The Job Corps is open to both high school graduates and drop-outs who are serious about learning a marketable skill and wish to pick up a high school equivalency certificate.

Job Corp's services help you make the most of your training. You are sent to residential centers which offer a variety of services to help you discover and develop your job potentials. Youth from this area are assigned to a Northwest center. A spending allowance of $30-$50 is given per month, plus $50 per month for each month of Job Corps training (if over six months, or at completion) to be paid at the end of training.

The training offered at the center is geared to the jobs that are in demand in the Northwest. At present young people may train in:

Cooking
Welding
Forestry Aide
Service Station Attendant
Automotive Mechanics
Small Engine Repair
Stock Clerk & Warehousing
Building Maintenance & Janitorial
Health Occupations
 (Dental Asst. - Nurses Aide -
  Child Care - Cosmotology)

The Pre-Apprenticeship Union Programs
 (Carpentry - Painting - Plastering-
  Brick Masonary - Heavy Equipment)

Baking
Business
Clerical
Secretarial Operations

Through V.I.P. - a free service - Springfield School District #19 is trying to assist you young people in continuing your education and to help you in finding work that fits your needs and interests. Let V.I.P. help you and your friends find jobs. Call 747-3123 and ask for Roma Cleveland.

Thank you,

Roma Cleveland

Roma Cleveland
V.I.P. - 747-3123

James R. Fowlds
747-2943

NAME ______________________ ADDRESS ______________________

PHONE ______________________

WHEN YOU LEFT SCHOOL DID YOU DISCUSS YOUR REASONS FOR LEAVING WITH A COUNSELOR?

WHAT WERE YOUR REASONS FOR DROPPING OUT OF SCHOOL?

HOW MANY TEACHERS DID YOU HAVE THAT YOU LIKED?

WHAT DO YOU FEEL COULD HAVE BEEN DONE BY THE SCHOOL TO ENCOURAGE YOUR STAYING?

DID THE SCHOOL REFER YOU TO ANY OTHER ALTERNATIVE SOURCE OF EDUCATION? IF SO, WHAT?

WHAT HAVE YOU BEEN DOING SINCE YOU LEFT SCHOOL?

DO YOU HAVE PLANS FOR MORE SCHOOLING? A JOB?

Please ANSWER as many of these questions as you can and RETURN it in the stamped self-addressed envelope enclosed.

Stop by - 2110 Main Street, Springfield, Oregon - Bring a friend - V.I.P. can help you.

Springfield Public Schools

1854 SPRINGFIELD SCHOOLS

Mr. William E. Lewellen, Superintendent-Clerk

Administration Building
525 Mill Street
Springfield, Oregon 97477
Phone 747-3331

Dear Friends in the Community:

Do you know that the Springfield School District now has a free job placement service entitled "Vocational Information and Placement" -- V.I.P. for short! Our office is located at 2110 Main Street, Springfield, Oregon, and our phone number is 747-3123. V.I.P. will help you find qualified employees.

Career education programs provide young people with educational and actual work experiences that prepare them for the realities of the world of work. Students in Springfield schools are afforded many opportunities to explore and evaluate their own abilities and interests in relationship to a thousand job possibilities. They are encouraged to develop decision-making skills and to learn a wide variety of marketable skills (from typing to welding) to prepare themselves for a job.

V.I.P. teaches young people where to look for jobs and how to apply. With your help, we will provide up-to-date information on the job market and help you to find needed employees. An employer-information file is being developed by V.I.P. Information from you concerning your job/company will be VERY helpful.

WE WOULD APPRECIATE YOUR ASSISTANCE in completing the enclosed questionnaire and returning it in the enclosed self-addressed envelope at your earliest convenience. If you have any additional information or materials that you feel might be helpful, please include it or call me at V.I.P.

Looking forward to hearing from you!

Sincerely,

Roma Cleveland, Employment Specialist
Exemplary Career Education Project

RC:pp
Enc.

Springfield School District #19
Employment Specialist
Career Education Department

DATE ______________

EMPLOYER QUESTIONNAIRE SHEET

COMPANY NAME ____

ADDRESS ______________________________________ PHONE ______________

NAME OF PERSON FILLING OUT QUESTIONNAIRE ______________________________

TITLE/POSITION __________________________ APPROXIMATE # OF EMPLOYEES __________

NATURE OF BUSINESS ____

____

NAME AND TITLE OF PERSON WHO INTERVIEWS ______________________________

____

ENTRY LEVEL JOBS	SKILLS REQUIRED

The information gained from this questionnaire will be invaluable in VIP's efforts to inform and counsel young people about the attitudes and skills required to succeed in business and industry. We hope to help employers find qualified employees.

Thank you for your time and interest in our program, and for your assistance in our efforts to gather up-to-date employment information.

TO WHAT DEGREE DOES THE COMPANY HIRE EMPLOYEES UNDER 18?
Never ______________
Seldom ______________
Frequently ______________

WHAT OPPORTUNITIES FOR ADDITIONAL TRAINING AND ADVANCEMENT ARE AVAILABLE TO EMPLOYEES?

____

____

ADDITIONAL COMMENTS: ____

____

____

Summer Workshops: June - August, 1974

Title	Level	Result
Career Awareness Games	Elementary	Over 20 games developed
Career Exploration Leadership Teams	Junior High	Booklet: "Career Exploration Resource Guide for Activities in the Four Life Roles"
GATB	Senior high	Testing and test interpretation
Career Awareness Unit Development	Elementary	Booklet: "Career Awareness Classroom Activities Guide"
Career Awareness Card File	Elementary	Library card file
Seminar: Values and the Schools - OSU	All three levels	Class credit
Teaching Decision Making	Jr/Sr.	Booklet: "Resource Unit for Decision Making Skills Including Values Clarification"
Staff-Student Guidance	Senior High	Booklet: "How to Be an Academic Advisor"
Advisor/Advisee Program	Junior High	Booklet: "Some Things to Consider About Advisor/Advisee Groups"
Seminar: Career Awareness - OSU	Elementary	Class credit
District & Building Long-Range Plans	All three levels	Plans for next school year
Departmental Long-Range Plans	Junior/Senior	Plans
Prepackaged Inservice Techniques	Elementary	Booklet: "Inservice Handbook"
Building Coordinators	All three levels	Developed six release day inservices, plans, brochures
Art & Music Cooperative Work Experience	Junior/Senior	Booklet: "Art & Music Cooperative Work Experience"
Exploratory Workshop - New Teacher Orientation	Junior High	Reviewed Activity Booklet.
VPI Testing Interpretation	Senior High	Test procedures and interpretation

Summer Workshops:

June - August, 1975:

Games and Bulletin Boards	Elementary	Booklet: "Career Education Games and Bulletin Board Ideas, Volume II"
Holt Data Bank & Career Awareness	Elementary	Booklet: "Holt Data Bank and Career Awareness"
Elementary Curriculum and Career Awareness	Elementary	Booklet of bookmarks.
Elementary Baking and Cooking	Elementary	Booklet. "Elementary Cooking and Baking" and 7 baking/cooking kits assembled.
Elementary Building Coordinators	Elementary	Long-Range plans.
Career Awareness Industrial Education	Elementary	Training
Career Awareness - Art	Junior High	Booklet: "Art Career Awareness for Junior High School"
Materials Review & Selection	Junior/Senior	Report
Career Education Long-Range Plans	Junior/Senior	Long range plans
Film Review for Science	Junior/Senior	Reprot
S.U.T.O.E. Teachers	Junior High	Report/plans
Shop English	Senior High	Booklet: "Career Communications"
Exploration of Job Getting Skills	Senior High	Plans
World of Work	Senior High	Revision of program
Cluster Program and Cooperative Work Experience	Senior High	Plans
Challenge Tests - Physical Education	Senior High	Booklet
Thurston High School Advisor/Advisee	Senior High	Building plans
Special Education	All levels	Booklet
Career Awareness in Grades 1-12	All levels	Training, report
Teaching Decision Making	All levels	Booklet: "Decision Making"
Home Economics	Junior/Senior	Plans

Summer workshops, 1975 continued

Communications Cluster	Junior/Senior	Recommendation report
Women in the Working Role	Junior/Senior	Booklet: "Women in the Working Role"
Cadre Training - Career Guidance	Junior/Senior	Report
Career Centers - Feasibility Study	Junior/Senior	Booklet: "Career Centers"
Counselor Inservice	Junior/Senior	Plans
Infusion Strategies	Junior/Senior	Report

Spring, 1976

Career Awareness and Social Studies	Elementary	Booklet: "The Career Awareness Aspects of: Man: A Course of Study, Nystrom (Where and Why) and Holt Data Bank"

CAREER EDUCATION MINI-GRANTS

Guidelines for Funding

1. Submit a letter of intent to the Career Education Office by January 15, 1976.
2. Upon approval of the letter of intent, submit a mini-grant proposal by February 6, 1976. Proposals should be limited to $5.00 per student involved or less. A workshop for proposal writing techniques will be made available.
3. All mini-grant proposals will be reviewed by Hartley Troftgruben, Bob McKee, Bobbie Newman, George Stewart and John Young by February 20, 1976.
4. Notification of approval will be made by February 27, 1976.
5. Funded projects may begin March 1, 1976.
6. Upon completion, a written summary of each funded project will be required indicating what was done, when, by whom and an accounting of all money spent.

ALL PROJECTS TO BE COMPLETED BY JUNE 15, 1976.

Criteria for Judging Proposals

1. Proposals written correctly and submitted on time.
2. The uniqueness of the project as described in narrative description and needs statement.
3. The appropriateness of the goals and objectives to the students involved.
4. The relationship of the student activities to goals and objective.
5. The amount of integration of career education concepts into the basic curriculum.
6. The type(s) of career education elements included.
7. The appropriateness of the evaluation procedure.
8. The completeness of the budget.
9. The adaptability of the project to other classrooms.

APPENDIX E

District Evaluation

List of Instruments Used, Timeline

Meeting Evaluation Forms

Follow-Up Study

Evaluation of V.I.P.

STAFF DEVELOPED EVALUATION TOOLS

For more information write: Springfield Public Schools, Career Education, 525 Mill Street, Springfield, Oregon 97477

GOAL	INSTRUMENT	DATES	ADMINISTERED TO	ADMINISTERED BY
Student Goal #5.1 By the end of the 1st year, given a list of 25 life role activities, 75% of the elementary students will be able to identify 20 corresponding roles, (occupation, family, citizenship, and leisure time).	Life Role Inventory (Primary & Intermediate) 3 pages & key	By 5/74	All Elementary Students	Classroom Teachers
Community Goal #1.1 To involve citizen advisory or parent committees in the study and implementation of career education in all 14 elementary schools	Community Survey 2 pages	By 6/74 10/74 6/75 10/75 6/76	School Attendance Area Community Equivalent to 5-10% of Student Population	Building Principals
Assessment Goal #1.1 By the end of 3 years of participation in the Career Awareness process, 75% of the elementary students will show a growth in positive attitudes toward school as measured by the Sentiment Index.	School Sentiment Index Teacher guide 2 pgs. Primary ans. 4 pgs. Inter. ans. 1 pg. Key	5/74 5/75 5/76	Grades 1-4 in 5/74 Grades 2-5 in 5/75 Grades 3-6 in 5/76	Building Counselors
Assessment Goal #1.2 By the end of 3 years of participation in the Career Awareness process, 75% of the elementary students will be able to demonstrate their ability to complete group problem-solving tasks.	Group Problem Solving Tasks 1 page	5/74 5/75 5/76	Grades 1-4 in 5/74 Grades 2-5 in 5/75 Grades 3-6 in 5/76	Classroom Teachers
Assessment Goal #1.3 By the end of 3 years of participation in a Career Awareness process to determine direction of change in staff prioritization of 8 major career education themes.	Goal Statements (8) 1 page	10/73 5/74 5/75 5/76	All Elementary Certified Staff	Building Coordinators

EVALUATION TOOLS

GOALS	INSTRUMENT	DATES	ADMINISTERED TO	ADMINISTERED BY
Assessment goal #1.4 By the end of 3 years of participation in a Career Awareness process to determine direction of change in Staff Self-Evaluation Inventory for Teachers.	Staff Self Evaluation Inventory, 1-6 1 page	4/74 4/75	All Elementary Certified Staff	Building Coordinators
	ECEP Staff Survey	5/76	All staff, 1-12	Building Coordinators
Student Goal #4.1 By the end of the 2nd year each elementary student will be able to identify at least 10 contrasting work settings and an occupation for each setting, (hot, cold, inside, outside, clean, dirty, noisy, quiet...)	Contrasting Work Settings	5/75	All Elementary Students	Classroom Teachers

Springfield School District #19
Exemplary Career Education Project

POST MEETING REACTION SHEET

A. Please circle the number that best shows your reactions to this meeting.

Strong Agreement				Strong Disagreement	
1	2	3	4	5	1. The results of this meeting were worthwhile.
1	2	3	4	5	2. I was given adequate opportunity to state my beliefs about subjects discussed by the group.
1	2	3	4	5	3. Our meeting was efficient.
1	2	3	4	5	4. I am satisfied with the attention and consideration that others gave to my ideas and opinions.
1	2	3	4	5	5. The group effectively used my knowledge of the subjects discussed.
1	2	3	4	5	6. The most important topics were never discussed.
1	2	3	4	5	7. I had adequate opportunity to influence outcomes and decisions.

B. List any feature about the way this group operated which you thought particulary effective:

C. List any feature about the way this group operated which you thought particularly ineffective:

D. Comments:

Springfield School District #19
Exemplary Career Education Project

Date ____________

POST MEETING REACTION SHEET

(A)

1) Meeting results were:

Extremely helpful to me	Worthwhile	Satisfactory	Not very helpful at this time	Not useful to me
( )	( )	( )	( )	( )

2) I was allowed to express my opinion:

All the time	When I felt it necessary	During group discussion time only	Only when called upon	Not at all	N/A
( )	( )	( )	( )	( )	( )

3) I feel the group used my knowledge:

Effectively	In a limited manner	Not at all	No data	N/A
( )	( )	( )	( )	( )

4) The most important topics were:

Completely covered	Partially covered	Identified but not covered	Poorly covered	Not covered at all	N/A
( )	( )	( )	( )	( )	( )

(B) List any feature about the way this group operated which you thought particularly effective.

(C) List any feature about the way this group operated which you thought particularly ineffective.

(D) Comments:

Springfield School District #19
Exemplary Career Education Project

PRESENTATION EVALUATION FORM

Recognizing that you do not have time to answer lengthy questionnaires, the following three questions have been designed to give us some brief but important information which will help us to improve our effectiveness.

Presentation made to:

Date presentation made:

Presentation made by:

Evaluator:
(Optional)

	Definitely YES				Definitely NO
1. Attractiveness of presentation:					
Was the presentation made in a stimulating and pleasant manner?	1	2	3	4	5
2. Relevancy of content:					
Was the material presented relevant to the needs of the group?	1	2	3	4	5
3. Effect on change:					
Do you think the presentation will be a factor in producing desired actions?	1	2	3	4	5

Comments: (For example, suggestions for improvement, things you liked best or least, etc.).

Springfield School District #19
Exemplary Career Education Project

POST VISITATION REACTION SHEET

Date ____________________

School Visited ____________________

A. Please circle the number that best shows your reactions to your visitation to the Springfield School District.

Strong Agreement				Strong Disagreement	
1	2	3	4	5	1. The results of this visitation were worthwhile.
1	2	3	4	5	2. I was given adequate opportunity to visit classes I wanted to visit.
1	2	3	4	5	3. I was given adequate opportunity to visit people I wanted to visit.
1	2	3	4	5	4. The arrangements provided were adequate.
1	2	3	4	5	5. I did not get a chance to visit what I reall wanted to see.
1	2	3	4	5	6. I received adequate printed material for my needs.

B. List any feature about the way this visitation was handled which you thought particularly effective:

C. List any feature about the way this visitation was handled which you thought particularly ineffective:

D. List any suggestions for improving this type of visitation:

E. Other comments:

REPORT OF AN OUT-OF-DISTRICT VISIT OR CONFERENCE

Program Visited/Conference Attended ____________________

Place ____________________ Date ____________________

Sponsoring Organization/Association ____________________

I. State your purpose for attending: ____________________

II. Summarize the most significant ideas, concepts, etc., presented and/or observed:

III. Indicate how the ideas in item II can be applied to District 19 programs.

IV. Would you recommend this visit/conference for other district personnel? If yes, who and when?

Your Signature ____________________ Date ____________________

Return a copy of this report to the Exemplary Career Education Project Coordinator.

Springfield School District #19
Exemplary Career Education Project

FOLLOW-UP STUDY

GOAL: To obtain an evaluation of the "Effectiveness" of their total high school experience from graduates nine months and two years after their graduation to be used in:

1. Curriculum and program planning

2. As indicators of outcomes of both the Career Education Program and revised graduation requirements.

FIRST YEAR ACCOMPLISHMENTS (1973-1974)

1. District #19 budgeted for a continuation of the Follow-Up Study.
2. The nine-month follow-up study of the class of 1973 was completed.
3. Results of the nine-month study of the class of 1972 were disseminated to the school board, all administrators, high school department chairpersons, the graduation requirements committee and the curriculum advisory council.
4. Relevant information from the study was related to students in career decision class situations.

SECOND YEAR ACCOMPLISHMENTS (1974-1975)

1. Continuation of budgetary support by District #19.
2. Two-year study of class of 1972 and nine-month study of class of 1974 were completed.
3. Results were disseminated to both staff and students as above under First Year Accomplishments.

THIRD YEAR ACCOMPLISHMENTS (1975-1976)

1. Continuation of budgetary support by District #19.
2. Two-year study of class of 1973 completed and provisions made for the nine-month study of class of 1975.
3. Dissemination of results continuing to both staff and students.

REPORT OF THE EVALUATION REVIEW OF VOCATIONAL INFORMATION AND PLACEMENT SERVICES CAREER EDUCATION PROJECT AT SPRINGFIELD, OREGON

Submitted to:

Donovan Kimball
Assistant Superintendent

Review Panel Members:

Wayne Courtney
Larry Kenneke
Tim Lange
Bob Louden
Ron Munkres

January 22, 1976

BACKGROUND

The history of the Post-School Placement Program of the Springfield Career Education Project extends over a one and one-half year span of time. During this period the program has employed a full-time Post-School Placement Information Specialist who operates out of an off-school facility in Springfield. The major goals of the Post-School component are to (1) develop placement assistance for all school leavers, (2) avail all students of information about post-school training opportunities, (3) develop a group guidance process to assist school leavers and (4) publicize Vocational Information and Placement services. Third Party evaluation reports during the history of the component have reflected the process thrusts of the program.

The present evaluation review relates specifically to operational elements and procedural practices inherent to the Vocational Information and Placement activities. The evaluation review team consisted of the following:

Bob Louden, Acme Personnel Service
Ron Munkres, Lane Intermediate Education District
Wayne Courtney, Oregon State University
Tim Lange, State Department of Education
Larry Kenneke, Oregon State University

The charge to the Evaluation Review Team was to assess these activities peculiar to (1) practices as related to the Oregon Assessment Model for Career Education, (2) guidance and counseling thrusts, (3) inservice implications for teacher education, (4) the validity and availability of job information to school leavers and (5) effectiveness of present follow-up procedures. The report is built around these five areas of concern.

OVERVIEW OF THE TOTAL PROGRAM (Ron Munkres)

The impact of this project is just beginning to be felt. It is definitely touching on an area of our vocational program that has of yet not received the attention it should. Probably the most impressive part of the program review was the inservice that has been provided both informational and instructional to the Springfield staff. The materials that have been produced (video tapes, audio tapes, teaching aids, pamphlets/booklets) have greatly assisted staff in giving students placement and counseling services. The mere fact that outside agencies are using some of these materials speaks very well for the program. (State Employment Agency and Lane Community College.)

This writer was extremely impressed with the efforts the project has made to contact the community through the use of the advisory committee, mass mailings, presentations, individual contacts and a public relations program including television spots. With the relative short time the project has been in progress, the community is already responding on their own to the Vocational Information and Placement (VIP) center. The office received 107 job orders from employers to date this year. That is contact FROM the community, not contact to the community.

However, it is this writer's opinion that more needs to be done before we really see the benefits of this system. With a well developed plan to incorporate the project into other schools, the community college and other outside agencies the project could easily provide productive results for the next three years.

There is a dilemma, however. This type of program is in its development stage and there is not only a new program but a costly one for one district to support. This writer would propose the following situation. If the project were considered a model and be provided support from federal funding it could:

1. Continue on with more of a specialized approach with outside services-perhaps in only one school.
2. Continue to attempt to integrate its services into the other school.
3. Attempt some articulated services with Lane Community College.
4. Provide inservice to teachers within all of the Lane County Schools.
5. Provide placement materials to all schools within the state.
6. Promote acceptance of the concept with employers throughout Lane County.
7. Have more time to determine the specific needs of the school drop-outs and the disadvantaged students.
8. Have more time to explore more deeply the possible services and ties that can be provided for vocational and career education assistance from outside agencies.
9. Involve students who have been involved in the VIP project to sell possible drop-outs and vocational graduates on the services of the system to get a better grasp on the effectiveness of such a system.

10. Promote more involvement of parents and community to determine ho such a service would be accepted by the tax payers in other schoo

One thing is for certain, there is a lot of reality with this project Some of it not too digestable by some educators - the drop-out problem, low motivation, low entry jobs, lack of proper counseling, poor job information, intra-agencies confusion of services to youth and on it goes. These all have an effect on how well we are doing the job for our students through our present vocational programs. It's refreshing to see someone finally doing something about it. However, it needs more exposure and more time to have the potential effect that this writer feels is possible.

Included below is a thumbnail sketch of how the project seems to be presently meeting its objectives:

MAJOR GOALS OF POST SCHOOL PLACEMENT

Goal 1. Placement assistance for all school leavers.

Effort has been made on the part of the VIP staff to provide information to all students through direct mail, teacher contact and school presentations. However, it will take time before all students will see the benefits of such a service.

Goal 2. Avail all students of information about post-school training opportunities.

The VIP office has developed a good selection of materials and makes an effort to keep in contact with those agencies that can provide up-to-date information. Some 313 students have received counseling service and 129 have received placement assistance.

Goal 3. Develop a group training guidance process to assist school leaver

This is an area which could use some more attention. This writer would encourage a sponsored clinic for early leavers paid by employers or CETA reimbursed for those students needing such service. The video-tape has proven itself well for this type of service.

Goal 4. Publicize vocational placement and information services.

A lot of contacts have been made and the results seem to be coming back in the form of job orders. The only area that could use more exposure is the contacts with service clubs. The video-tape is a natural and could be used during luncheon meetings with a brief presentation to follow.

Other responsibilities listed in the proposal were:

1. Workshops to all high school instructors to produce job search information techniques.

   A great effort has been made to involve all teachers with the project. It would be this writer's recommendation that the intense instruction given to some of the vocational staff be expanded.

I. Practices as related to the Oregon Assessment Model for Career Education (Ron Munkres)

OVERVIEW

The Oregon Assessment Model for Career Education doesn't do a very good job of measuring or placing a value on placement as such. However, it does touch on some areas that the Springfield Placement program effects. Almost all of these components (classroom, guidance information, follow-up of early leavers, advisory committees that deal with career information) are in the area of career guidance.

When one looks at the assessment instruments for the various cluster programs the emphasis is greater. Often in the guidance section it will specifically state "student placement services are provided for . . ." Also, these instruments make reference to services that allow students to assess their abilities and interests. One thing remains constant in any of the assessment instruments one might use. They all make reference to placement services in the guidance section of the instrument. This should indicate where this program should be having its impact and where it might be integrated.

COMMENDATIONS

1. Coordination between the work experience program and the placement program is enhanced by having the CWE coordinator serve on the VIP advisory committee.
2. Efforts have been made to find out more information on the early school leavers. These preliminary efforts have spurred plans for new techniques in dealing with the early leavers from both the counseling department and administration.
3. Through the results of inservice training from the VIP program, some students are now receiving career guidance and placement services from their vocational instructors.
4. The school has been more able to reach model status with their cluster programs especially in the guidance area as a result of this project.
5. Students have received placement assistance in finding jobs more related to their vocational preparation.
6. Vocational training and career counseling have been provided for disadvantaged students and early school leavers who previously didn't receive such assistance.

2. Provide application forms and job information and individual employment counseling interviews to all students seeking full-time employment.

   If the students aren't getting this service it's not because it isn't available or hasn't been made available to them. All the students have been informed of the materials and the services available.

3. Communicate with potential employers and provide information on skills and abilities of students.

   The job orders coming in should be an indication that this objective is being met. It would seem that the work experience coordinator has been of some assistance here.

4. Coordinate job search activities with local employment agencies.

   The VIP office has provided the student with good liason information on all of the employment agencies and has used the services of the better agencies.

5. Provide support for youth during first six months of their first job through counseling and individual contact.

   Very pleased to see the contacts that are being made after the student is placed. They also seem to be keeping in touch. A very positive result of the project to date.

6. Accumulate data and assist in evaluating the feasibility of a public school performing this service.

   Hopefully, this evaluation, the reports of the Exemplary evaluation team and the follow-up studies will provide worthwhile data. However, it is the opinion of this writer that the results of this project will not be felt completely until it has a couple more years to test its feasibility and effectiveness.

I. Practices as related to the Oregon Assessment Model for Career Education

RECOMMENDATIONS

1. Those areas that relate to the placement center be assessed in each of the cluster programs to determine the impact that this project has had on the individual cluster.

2. An effort be made to incorporate an early leaver evaluation that can be compared to the follow-up studies that are currently being conducted by this school district. The purpose of this evaluation is to determine what causes contributed to the early leaver and to what extent the placement program was able to be of service.

3. The advisory committee include a counselor on its membership to encourage input of the committee to the guidance and counseling staff. Also, it is recommended that this group be used to review the follow-up survey to determine if appropriate questions are included for placement. (The survey instrument does include questions relating to this project at present.)

4. A long-range plan be developed for providing for cluster instructors the infusion training that was provided this year for some of the cluster teachers. From all indicators, the results of this inservice point out the need for placement expertise for all cluster instructors. This is an area that is in most assessment instruments.

II. Counseling and Guidance (Tim Lange)

OVERVIEW

The Vocational Information and Placement (VIP) program, although just beyond the genesis stage, appears to be meeting a needed and often over-looked service to students and other youth in the community. The supportive and esteem-building components are open and apparent. A review of the "Placement Component" in the Interim Assessment Report of January, 1976, indicates the program appears to be approaching well the District and Student-Staff goals.

The Employment Specialist's objectives (work-related) appear realistic and documentable. The district is fortunate, in this writer's opinion, to have the energy and abilities of Roma Cleveland and her team-oriented, student-centered approach.

As a State Department representative to the task at hand, my impression is very positive and my perspective of both VIP and Career Education is enhanced significantly.

COMMENDATIONS

1) The VIP program's greatest strength lies, in this writer's opinion, in the strong commitment and caring service it offers youth in the community.

2) Movement of a school district program into the community as well as school based inservice, consultation and cooperative staff effort.

3) Unique training materials, including brochures, booklets, classroom activities and use of multi-media approach such as videotapes.

4) Open approach to outside technical assistance from a variety of resources (the university, the Lane IED, the State Department of Education, the county, business and industry, service clubs, churches and others).

5) Willingness to offer a service that would not normally be there for the youth who most need this service - the "shadow children", "disadvantaged", and/or others.

6) Attempts to monitor and follow-up with school drop-outs and/or potential drop-outs, either physically or psychologically.

II. Counseling and Guidance

RECOMMENDATIONS

1) Continued efforts to provide inservice with teachers and administrators.

2) Dissemination on both informal and formal basis of VIP program success on an on-going basis such as the young lady placed at a local drug store after searching for employment for two years.

3) Continued stress on the various aspects of "readiness" for applying for employment application and normal stress responses.

4) Search for additional revenue sources (Title IV, guidance, counseling, testing funds, special program funds (D & H), special education).

5) Development of needs identification in conjunction with Employment Division, Juvenile Services, Lane Community College.

6) Continued articulation efforts between elementary, junior high, senior high and community college.

7) Look with emphasis upon evaluation component which will allow for increased objective data relating to services met, objectives met and especially why VIP is an alive and needed service to students in the Springfield District.

8) Seek out data which is currently available (percentage or numbers of students with emotional problems, behavioral problems, juvenile offenders, social services agency data).

9) Follow-up with students placed so that data is available on how this unique program has met their needs.

10) Possibly seek data on how VIP has increased school attendance, disciplinary action reduction, enhanced self-esteem and other indicators of student assistance.

11) Possible use of peer facilitation in the program as deemed appropriate. Perhaps bring satisfied consumers back into the school to share VIP with current students.

III. Inservice Implications for Teacher Education (Larry Kenneke)

OVERVIEW

The Vocational Information and Placement component compliments the district-wide objective (#2.3) - "Implement inservice in the 12 grades." It enhances inservice activities by demonstrating the entire placement procedure to district teachers. Materials illustrating such procedures have been developed by VIP personnel. Such materials include posters, video recordings, audio tape recordings, slide presentations, pamphlets and booklets. These materials have been used in mini-inservices, summer workshops, inservice and demonstration day activities. The products and processes provided by VIP provide a viable means of enhancing the professional development of teachers.

COMMENDATIONS

1. During the period, VIP personnel have developed the following materials to help teachers as well as students understand the Vocational Information and Placement practices.

   A. Teaching Aid (Poster Series)

      1. Finding a Job
      2. VIP - Records and application forms
      3. Applicants
      4. Where Should I Look
      5. Some VIP resources

   B. Mini Brief Posters

      1. Employment Service bulletins
      2. Community College bulletins
      3. Military bulletins

   C. Video-tape recording with Viewer's Guide and Viewer Reaction Forms

      1. Tape #1 - Job interviews, panel discussion
      2. Tape #2 - Job interviews, panel discussion
      3. Tape #3 - Composite tape

   D. Audio-tape recordings with Users' Guide

      1. Tape A - 5 interviews indicating what employers expect of employees
      2. Tape B - 5 interviews indicating what employers expect of employees

   E. Pamphlets/Booklets

      1. Springfield School District Youth Placement Service for Grades 10-12 - a handbook which can be used by teachers as a mini-course guide to teach students "How

to Get a Job" techniques.

2. VIP Informational Flyer
3. VIP Pocket Resumé

F. Slide presentation

Placement procedures

G. Demonstration Days

1. VIP personnel have demonstrated VIP materials and practices at Thurston Senior High and Springfield Senior High demonstration days.

2. VIP personnel have disseminated materials to both high schools. During the period, staff of both high schools participated in the following inservice activities:

    a. Mini-inservice designed to introduce VIP program purposes, objectives, activities and personnel. Fall, 1974.

    b. Workshop involving 8 teachers - 4 from each high school. Dealt with techniques and attitudes needed for successful interviews. Audio-tapes were made of employers. Summer, 1975.

    c. Inservice activities designed to acquaint teachers with VIP materials and "Job Interview" video-tape recording.

3. Both processes and products of the placement component are excellent resources that can be used for the professional growth and development of secondary teachers.

III. Inservice Implications for Teacher Education

RECOMMENDATIONS

1. Effort should be made to see that 100% of all secondary teachers view the video recording on job interviewing.
2. Effort should be made to involve 100% of all secondary teachers in placement component mini-inservice and summer workshops.
3. A comprehensive plan for teacher inservice regarding the placement component should be developed.
4. The placement component should be considered as an integral part of the total district inservice program.
5. Document all staff-development activities.
6. Enlist the aid of local teacher/educators and SDE personnel.

IV. Validity and Availability of Job Information (Bob Louden)

By and large, my comments are to be directed at materials being used in the "Career Preparation" and "Post-School Placement" portion of the Exemplary Career Education Project. I am also to make suggestions for possible modifications to this phase of the project, and/or possible additions.

NEED FOR CONTINUANCE:

From what I have been able to gather in a very brief period, it would appear that after 2½ years of life to the ECEP, the project is now getting strongly underway in the areas to which I have been exposed.

1. A strong effort is being made to expose all senior students to the video-tapes which feature "live" job interviews. (ALL LEAVERS SHOULD BE EXPOSED AS WELL.)
2. A strong effort must be made to place the slide presentation which explains ECEP, before every possible business, civic, and, yes, cultural and religious groups, perhaps as well. The broadest possible base of acceptance of the project is essential to ensure continued interest for funding.

PUBLIC ACCEPTANCE:

In spite of possible needs for cutbacks in funding for the over all district budget, in the ECEP you have a marvelously worthwhile and visual project, worthy of great public acceptance.

1. Parents should and must fully appreciate the value of the district's efforts to better prepare the youth of the area to enter the job market.
2. All taxpayers should also appreciate the value of the project, in as much as every additional person who is able to enter the job market, is one less person to which we are dishing out unemployment benefits.

BIRD'S EYE VIEW OF THE "NEED":

As owner-manager of Acme Personnel Service, I find that fully one-third of the men and women who walk through our door are not putting their "best foot forward."

Whether high school age, or any age, at least three out of every 10 applicants are very visibly lacking in such areas as grooming, dress, manners, and/or a display of common sense.

It is truly unbelievable to sit across a desk from someone in a sweatshirt and tenny runners who says he or she wants a job in an office or possibly as a retail clerk.

Or the man who comes in with an earring, pony tail and thongs on his feet who says he wants a job as a salesman.

I find it hard to believe that they would ever hire such a person if they were in the shoes of an employer.

THE ECEP "IMAGE":

A sign displayed in Roma's quarters demonstrates to me the great significance of the aspects of the project to which I am instructed to relate. The sign says:

> "If you were an employer
> would you hire your-
> self the way you
> look today?"

Helping to make job seekers aware of the dire need for such a basic thing as APPEARANCE typifies to me that the project must be recognized with continued funding. The money invested will positively return high rewards for job seekers and tax payers alike.

THE VIDEO-TAPES AND RELATED MATERIALS

1. I feel the quality of the video-tape I saw (hiring interviews) was excellent. It will definitely assist students to offer a stronger approach to possible employers.
2. Every senior student in the Springfield School District should be able to view it.
    a. At the same time, they should receive the VIP brochure and "Job Interview Check List."
    b. They should each receive a copy of the "Fifty Ways to Avoid Being Hired." (But why not consider a reverse of the psychology and rewrite the "Fifty Ways to Be Hired.")

THE SLIDE PROGRAMS:

It sounds like a stronger effort is being launched to explain ECEP to the community via a wide assessment of organizations.

Since a mailing to organizations brought only a "token" interest in showing the slide presentation(s), it seems certain that personal calls must be made to organization presidents and/or program chairmen. Once organizations have the VIP Booklet and a brief "across the desk" explanation, a booking for a presentation should be virtually assured.

ROLE OF THE IED:

If I heard correctly, the Intermediate Education District may soon be making the "Career Preparation" and "Post School Placement" materials of ECEP (maybe other aspects as well) available to students throughout Lane County.

Such a step is totally logical in my opinion. The solid groundwork done at Springfield appears to be completely transferrable to students in Eugene, Cottage Grove, Junction City or Florence. And the savings to tax payers by utilizing the Springfield model and the products, thereof, must have great appeal.

CONCLUSION:

I know the Springfield School District faces spiraling costs and growing voter apathy, as does every school district.

The Exemplary Career Education Project appears to have excellent public relations appeal on the two basic ways noted previously:

1. By helping our youth to more readily enter the labor market;
2. and by assuring that fewer persons will wind up on the relief and/or unemployment roles.

I fully believe that the Springfield School Board will want to continue funding this effort - if the ingredients are offered to them as I have seen them.

Once again, all of my comments have been directed to the "Career Preparation" and "Post-School Placement" portion of the ECEP.

I have failed to stress the essential importance of an all-out effort to counsel with every "leaver" before he or she departs from school. Hopefully they will all be given information about the VIP program.

V. Effectiveness of Placement Follow-Up Procedures (Wayne Courtney)

OVERVIEW

An on-going follow-up program has been in operation throughout the Springfield School District for several years. This effort assesses the effectiveness of the high school programs in terms of occupational choice, curriculum, guidance and counseling, and other school activities. The intent of the assessment is to assist school district personnel to evaluate and develop meaningful school programs. All students who leave school are asked to react to this follow-up at various time intervals foll ing their program exit. The follow-up is a mailed survey operation and it presently includes a limited number of items on the use of the Vocational Information and Placement services.

Elaborate records covering numbers of clients utilizing the services of the VIP office and employer requests for job orders, are being maintained by the program staff. Various other documentation relating to the use of the service by school leavers and others are available.

COMMENDATIONS

There are many good things happening within this program which have not been documented through surveys and questionnaires. The tangible worth of the job placement counseling effort, which is inherent to the operation of the program, is often times not documentable for purposes of research. Although the program operation commands the attention of several hundred referred and non-referred clients each year, this counting of bodies does not alone encompass the net worth of the service to th school and to the community.

The VIP program fills a void in the present job placement matrix within the Springfield-Eugene area in that there are no existing services public or private, which deal with the work problems of the age group being served. This interest alone speaks of the need for such a service.

The program has now stabilized in its operational roles and has had enough maturation time to become known and respected by school leavers and the community business enterprises as well. The program has been widely and wisely advertised and has been successful in its efforts to orient and place unemployed youth into suitable jobs. In many instances, these placement efforts have caused potential school leavers to remain in high school until graduation.

V. Effectiveness of Placement Follow-Up Procedures

RECOMMENDATIONS

Suggested modifications in the present program operation for the improvement of placement assessment practices are as follows:

1. A concerted effort should be made to assess the use of the Vocational Information and Placement component by school leavers during the exit counseling interview session. The entire district should initiate this procedure immediately in order to document the scope of use of the VIP office by both referred and non-referred leavers.
2. Efforts should be continued to obtain placement data from school leavers through telephone and personal interview activities. Data should be obtained from all valid sources, including both school leavers and their parents. A systematic procedure needs to be arranged whereby clients signed up with the VIP office can be interviewed after they have utilized the VIP services.

APPENDIX F

Third Party Evaluator's Final Report of The Product Assessment

FINAL REPORT

The Product Assessment

Springfield Exemplary Career Education Project

Submitted by:

E. Wayne Courtney
Third Party Evaluator
3220 N.W. Arrowood Circle
Corvallis, Oregon 97330

August 1, 1976

Results of the Product Assessment

The 1975-76 evaluation design for the Springfield Schools Career Education Project spanned grades 3, 6, 9, and 12. Pre-test results were analyzed for all Springfield students across these grade levels with descriptive data being presented in the February, 1976 and April, 1976 Third Party evaluation reports to the District. Post-test results were made available for analysis in June, 1976. The results of these tests, along with contrast comparisons between Fall, 1975 and Spring, 1976 results, are included in the present report.

The analysis structure for the product assessment encompassed the major elements of (1) norming information and (2) significance testing to ascertain if changes occurred in the treatment groups during the year. The designated treatments for each of the grade levels were as follows:

Grade 3 - Infusion of career awareness activities into the curriculum.

Grade 6 - Articulation and infusion of career awareness activities into the curriculum.

Grade 9 - Articulation activities and S.U.T.O.E.

Grade 12 - Articulation and occupational cluster activities.

Following post-testing, a determination was made to establish the effectiveness of the various treatments. The results of these analyses are shown in the following sections according to grade levels.

Grade 3 Results (1975-76)

The School Sentiment Index (SSI) was utilized in the assessment of third graders during the 1975-76 school year. All students in the Springfield District participated in the testing. The School Sentiment Index measures student attitudes toward teacher, subjects, peer, school structure, and some general items. The results can be used by the District to determine areas where student attitudes are low. They may also be used to plan programs for the staff and students in order to institute changes from negative to positive attitudes.

The results of the score distributions and norming for SSI testing for Springfield data are reported in Table 1. For purposes of norming, only the Spring, 1976 data have been included in the table. Mean scores and significance testing results are detailed in Tables 2 and 3. Table 2 carries mean score results for all Springfield Grade 3 students for the Fall, 1975 and Spring, 1976 testing periods. Table 3 includes data for seven (7) of the schools for which both pre-test and post-test scores could be matched as being derived from the same student. Data from several of the schools could not be utilized for this portion of the analysis because of the lack of student identity for the post-test answer sheets.[1]

In interpreting the norm table for Grade 3, it should be kept in mind that percentiles range in value from 1 through 99, with the fiftieth (50th) percentile falling at the middle of the norms. This means that the Springfield third grader whose SSI score is 16 has a percentile rank of 11. If the student is compared with 100 other third graders at Springfield on this scale, he (or she) would have 10 students ranking below and the rest falling above him (or her). Conversely, the student who had a raw score of 25 would rank 95th.

Table 1

Score Distribution and Percentile Ranks
for School Sentiment Index (SSI)
Grade 3, Springfield Public Schools, Spring, 1976.

Raw Score	Percentile (n=329)
6	1
7	1
8	1
9	1
10	1
11	1
12	2
13	2
14	5
15	7
16	11
17	15
18	23
19	32
20	43
21	53
22	65
23	78
24	88
25	95
26	98
27	99
28	99
29	99
30	99
31	99

Table 2

Mean Scores for School Sentiment Index (SSI) Grade 3, Springfield Public Schools, 1975-76.

Testing Date	Mean Score
Fall, 1975 (n=690)	21.483
Spring, 1976 (n=329)*	20.997

*Note: Only those scores which could be matched with pre-test answer sheets were included in the Spring, 1976 results.

Significance testing of Grade 3 data utilized both analysis of variance and analysis of covariance procedures. Table 3 includes the results of both procedures; individual school pre-test and post-test results were analyzed using analysis of variance with the "totals" data analysis utilizing covariance. The covariance method statistically matched the groups using the pre-test score for each individual as a base.

As indicated in Table 3, no significant differences were noted during any of the Grade 3 analyses. On the basis of these results, no changes were detected during the year as a result of the treatment at this grade level.

Table 3

Mean Scores and Significance Test Results for School Sentiment Index (SSI) Grade 3, Springfield Public Schools, 1975-76.

School	Sample Size	Mean Scores (n=289)		F Value	Decision $\alpha = .05$
		Fall, 1975	Spring, 1976		
Maple	37	21.919	21.000	1.149	N.S.
Moffitt	33	22.061	20.970	2.739	N.S.
Mt. Vernon	32	20.656	21.219	0.431	N.S.
Page	39	21.359	21.385	0.001	N.S.
Thurston	56	21.643	20.661	2.545	N.S.
Yolanda	62	22.194	21.290	3.504	N.S.
Guy Lee	30	21.000	20.300	0.429	N.S.
TOTALS	289	21.630	21.000	0.511	N.S.

Discussion (Grade 3 Results)

Local norms are useful for a variety of purposes, but primarily to provide a basis for the placement and counseling of students. The norms provided in this section do not constitute an adequate sampling of Springfield third grade students to be valid for predictive purposes. However, as future students take the SSI and as these scores are cumulated into the present "norms", the table values will be useful and valid for predictive purposes.

During the 1975-76 school year Springfield youngsters were provided with career awareness infusion activities in order to bring about changes in self awareness. The contrasting of pre-test and post-test SSI data did not indicate that any significant group changes occurred as a result of these infusion activities. Thus, it may be concluded that the treatment at this level did not substantially alter or bring about changes in those elements measured by the SSI.

No problems were detected in the use of the School Sentiment Index for third grade students. Even though no significant changes were indicated during the year, the mechanics of using the instrument with Grade 3 students caused few, if any, problems. It is recommended that the SSI instrument be considered for further use in the Springfield District for purposes of measuring self awareness.

Grade 6 Results (1975-76)

The Self Appraisal Inventory (SAI) was utilized in all of the District sixth grade classes during the 1975-76 school year. The SAI provides four (4) scale values, each of which can be described as shown below:

(1) Peer Scale - The peer scale presents the view which the student has in relation to peers. A high score indicates a favorable view of self in relation to peers while a low score indicates an unfavorable view.

(2) Family Scale - This scale reflects the dimension of one's self concept which is being formed (or has been formed) with respect to family. A high score is indicative of a favorable view of self in the family context.

(3) School Scale - The school subscale of the SAI measures the self concept of the student toward school work, teacher, and the scholastic situation. The person scoring high on this scale has a favorable view of self in the school environment.

(4) General Scale - The fourth dimension reflects a more general, global estimate of self esteem. The person obtaining a high score on this scale possesses a general favorable perception of self.

The results of the distributions and norming for the Springfield data are shown in Tables 4-7. For purposes of developing norms for the District, data collected during Spring, 1975 and Spring, 1976 are included and integrated into these tables. These descriptive data provide a picture of Springfield District sixth grade students in each of the four (4) scales included for the SAI.

The interpretation of Grade 6 norms for Scale A (Peer) follows the same format as shown for Grade 3 data. For example, the student with a score of 10 ranks 47th among 100 students taking the SAI (Peer Scale) at the sixth grade level at Springfield; the student with a score of 16 ranks 87th.

Mean scores and significance test results are reported in Tables 8-12. Only those scores which could be matched on the pre-test and post-test were included in the significance testing procedures. As a result of this matching, data from some of the schools participating in the Project have been deleted from the present report.

Table 4

Score Distribution and Percentiles for
Self Appraisal Inventory (SAI), Scale A (PEER)
Grade 6, Springfield Public Schools, Spring, 1975 and Spring, 1976.

Raw Score	Percentile (n=391)
1	1
2	1
3	2
4	4
5	5
6	9
7	17
8	27
9	39
10	47
11	58
12	68
13	75
14	81
15	85
16	87
17	92
18	96
19	99
20	99

Table 5

Score Distribution and Percentiles for Self Appraisal Inventory (SAI), Scale B (FAMILY) Grade 6, Springfield Public Schools, Spring, 1975 and Spring, 1976.

Raw Score	Percentile (n=391)
1	1
2	1
3	1
4	2
5	3
6	4
7	7
8	9
9	12
10	20
11	29
12	41
13	54
14	68
15	72
16	82
17	87
18	92
19	98
20	99

Table 6

Score Distribution and Percentiles for
Self Appraisal Inventory (SAI), Scale C (SCHOOL)
Grade 6, Springfield Public Schools, Spring, 1975 and Spring, 1976.

Raw Score	Percentile (n=391)
1	1
2	1
3	1
4	2
5	3
6	5
7	10
8	17
9	25
10	34
11	45
12	57
13	67
14	75
15	81
16	86
17	90
18	94
19	98
20	99

Table 7

Score Distribution and Percentiles for
Self Appraisal Inventory (SAI), Scale D (GENERAL)
Grade 6, Springfield Public Schools, Spring, 1975 and Spring, 1976.

Raw Score	Percentile (n=391)
1	1
2	1
3	1
4	1
5	2
6	4
7	5
8	10
9	17
10	25
11	38
12	50
13	63
14	73
15	80
16	86
17	91
18	95
19	99
20	99

Table 8

Mean Scores for Self Appraisal Inventory (SAI)
Grade 6, Springfield Public Schools, 1975-76.

TESTING DATE	SAMPLE SIZE	MEAN SCORES BY CATEGORY			
		PEER	FAMILY	SCHOOL	GENERAL
Spring, 1975	225	9.671	12.267	10.791	11.320
Fall, 1975	802	11.802	14.799	12.955	13.118
Spring, 1976	166	12.825	14.404	13.904	14.373

Table 9

Mean Scores and Significance Test Results for Self Appraisal Inventory (SAI), Scale A (PEER) Grade 6, Springfield Public Schools, 1975-76.

School	Mean Scores		F Value	Decision $\alpha = .05$
	Fall, 1975	Spring, 1976		
Brattain	11.300	14.100	6.130	*
Maple	11.423	9.346	3.521	N.S.
Moffitt	9.000	11.235	5.421	*
Mohawk	13.889	16.556	7.656	*
Mt. Vernon	12.967	13.167	0.064	N.S.
Centennial	12.283	12.783	0.300	N.S.
Douglas Gardens	12.000	12.833	0.572	N.S.
Camp Creek	11.000	11.667	0.143	N.S.
Goshen	13.333	13.333	0.000	N.S.
ALL SCHOOLS	11.760	12.591	4.550	**

* Analysis of variance results showed significant differances between pre- and post-test results for Brattain, Moffitt, and Mohawk. None of the other schools had significant changes during the year.

** Analysis of covariance testing used the pre-test scores to statistically match the groups. These results indicated that means for Brattain, Moffitt, and Mohawk had significantly greater mean score gains than did the other schools. Maple had significantly lower mean gains than did the other schools, actually producing scores at the end of the year which were lower than those in the Fall of 1975.

Table 10

Mean Scores and Significance Test Results
for Self Appraisal Inventory (SAI), Scale B (FAMILY)
Grade 6, Springfield Public Schools, 1975-76.

School	Mean Scores		F Value	Decision α =.05
	Fall, 1975	Spring, 1976		
Brattain	15.050	15.200	0.015	N.S.
Maple	13.462	13.000	0.136	N.S.
Moffitt	12.676	12.206	0.194	N.S.
Mohawk	15.778	14.389	1.771	N.S.
Mt. Vernon	15.433	15.733	0.146	N.S.
Centennial	15.239	14.109	1.801	N.S.
Douglas Gardens	14.861	15.611	0.692	N.S.
Camp Creek	15.200	14.800	0.077	N.S.
Goshen	16.111	15.778	0.039	N.S.
ALL SCHOOLS	14.702	14.379	1.413	N.S.

Note: No significant changes were observed between pre- and post-test results for any of the schools. Analysis of covariance data for all schools showed no significant differences among schools for this scale.

Table 11

Mean Scores and Significance Test Results
for Self Appraisal Inventory (SAI), Scale C (SCHOOL)
Grade 6, Springfield Public Schools, 1975-76.

School	Mean Scores		F Value	Decision α =.05
	Fall, 1975	Spring, 1976		
Brattain	14.250	14.950	0.492	N.S.
Maple	12.769	12.615	0.025	N.S.
Moffitt	10.794	12.824	4.641	*
Mohawk	12.833	17.222	20.637	*
Mt. Vernon	13.167	12.900	0.053	N.S.
Centennial	14.456	14.109	0.157	N.S.
Douglas Gardens	12.833	13.889	1.032	N.S.
Camp Creek	13.133	12.867	0.029	N.S.
Goshen	15.333	16.111	0.163	N.S.
ALL SCHOOLS	13.153	13.898	3.895	**

* Analysis of variance tests indicated significant differences between pre- and post-test scores for Moffitt and Mohawk. None of the other schools showed significant changes.

** Analysis of covariance results showed that the mean score gain for Mohawk was significantly greater than that for any of the other schools included in the study. All of the other schools did not differ significantly from one another as shown by the analysis.

Table 12

Mean Scores and Significance Test Results for Self Appraisal Inventory (SAI), Scale D (GENERAL) Grade 6, Springfield Public Schools, 1975-76.

School	Mean Scores		F Value	Decision $\alpha = .05$
	Fall, 1975	Spring, 1976		
Brattain	12.650	13.750	1.104	N.S.
Maple	12.692	12.846	0.031	N.S.
Moffitt	11.735	12.353	0.449	N.S.
Mohawk	13.389	16.556	11.769	*
Mt. Vernon	13.800	14.500	0.748	N.S.
Centennial	13.696	15.043	3.280	N.S.
Douglas Gardens	12.500	14.333	5.060	*
Camp Creek	12.200	12.000	0.013	N.S.
Goshen	14.000	13.111	0.135	N.S.
ALL SCHOOLS	12.940	13.974	3.275	**

* Analysis of variance results showed significant pre- and post-test score increases in the General Scale for Mohawk and Douglas Gardens.

** Analysis of covariance results indicated that Mohawk and Centennial had significantly greater gains throughout the year than did the other schools. This analysis statistically matched the schools on the basis of their pre-test scores.

Discussion (Grade 6 Results)

Norms included in the Grade 6 results include combined data for Spring, 1975 and Spring, 1976. During the next several years additional data should be combined with these norms in order to stabilize the percentile values. As these values are stabilized, the various scales will prove quite useful for purposes of prediction with Grade 6 students.

The treatment for sixth graders during the year included both articulation and infusion activities. Analysis of variance and analysis of covariance methods were used in assessing the effectiveness of the treatment for the four (4) scales which were considered for this grade level. The results indicated that when the data from all schools were analyzed, significant changes were observed for Scales A (PEER), C (SCHOOL), and D (GENERAL). In all instances the changes showed significant improvement in the mean scores for these three scales. Scale B (FAMILY) did not indicate significant change in mean scores when the covariance analysis was made.

Analysis of variance was conducted on individual school scores in order to determine whether changes occurred between Fall and Spring testing. Schools showing significant positive changes for this analysis included Brattain, Moffitt, and Mohawk for Scale A (PEER); Moffitt and Mohawk for Scale C (SCHOOL); Mohawk and Douglas Gardens for Scale D (GENERAL). No changes were indicated for Scale B (FAMILY).

No problems were observed in the use of the Self Appraisal Inventory for Springfield sixth graders. Hence, it is recommended that the use of the instrument be continued as an assessment tool for Springfield students.

Grade 9 Results (1975-76)

Springfield ninth graders completed Scale B (Resources for Exploration) and Scale C (Information and Decision Making) of the Career Development Inventory (CDI) during both Fall, 1975 and Spring, 1976 testing.

Scale B of the CDI is a self-rated assessment of the used and available resources for use with career activities, resources from which the student learns about educational opportunities, occupations, and himself. This scale is a measure of the quality of actually used resources for career exploration. Scale C assesses the student's possession of actual occupational information along with his or her knowledge of how to integrate occupational information into educational and vocational decisions.

Tables 13 and 14 carry raw score values and percentiles for combined Spring, 1975 and Spring, 1976 test results. The interpretation of these norms uses the same procedure as those for Grades 3 and 6 tables. Percentiles are based upon ranks ranging from 1 - 99 and any interpretations of raw scores may be made across this range.

Table 13

Score Distribution and Percentiles for Career Development Inventory (CDI), Scale B (Resources for Exploration) Grade 9, Springfield Public Schools, Spring, 1975 and Spring, 1976.

Raw Score (i=20)	Percentile (n=1074)
119	1
120-139	1
140-159	2
160-179	8
180-199	17
200-219	31
220-239	49
240-259	68
260-279	81
280-299	90
300-319	95
320-339	98
340-359	99
360-379	99
380	99

Mean scores and significance test results are reported in Tables 15 and 16. Contrasts were made between pre-test and post-test scores using analysis of variance techniques. These results indicate that significant gains were made during the year for Springfield Junior High and Hamlin Junior High students on both Scale B (Resources for Exploration) and Scale C (Information and Decision Making). Briggs and Thurston did not show significant gains on either of the two scales during the year.

The analysis of covariance procedure utilized all of the test scores, using the pre-test score as the covariant, or matching variable. The covariance showed no significant changes for Scale B (Resources for Exploration); significant changes were observed for Scale C (Information and Decision Making) at the .05 significance level. These results are shown in the following tables.

Table 14

Score Distribution and Percentile Ranks for Career Development Inventory (CDI), Scale C (Information and Decision Making) Grade 9, Springfield Public Schools, Spring, 1975 and Spring, 1976.

Raw Score	Percentile Rank (n=1074)
1	-
2	1
3	1
4	1
5	3
6	5
7	7
8	10
9	14
10	17
11	22
12	26
13	31
14	36
15	42
16	50
17	58
18	66
19	74
20	80
21	86
22	91
23	94
24	97
25	98
26	99
27	99

Table 15

Mean Scores and Significance Test Results for Career Development Inventory (CDI), Scale B (Resources for Exploration) Grade 9, Springfield Public Schools, 1975-76.

School	Sample Size	Mean Scores		F Value	Decision α =.05
		Fall, 1975	Spring, 1976		
Springfield	99	225.222	238.535	4.828	*
Hamlin	134	226.552	245.970	15.380	*
Briggs	103	231.340	236.262	0.661	N.S.
Thurston	95	235.684	242.600	1.062	N.S.
TOTALS	431	229.404	241.199	1.872	N.S.

Table 16

Mean Scores and Significance Test Results for Career Development Inventory (CDI), Scale C (Information and Decision Making) Grade 9, Springfield Public Schools, 1975-76.

School	Sample Size	Mean Scores		F Value	Decision $\alpha = .05$
		Fall, 1975	Spring, 1976		
Springfield	99	16.424	18.263	7.570	*
Hamlin	134	15.470	17.813	22.122	*
Briggs	103	16.320	16.019	0.226	N.S.
Thurston	95	15.137	15.926	1.280	N.S.
TOTALS	431	15.819	17.072	9.778	**

* The analysis of variance testing revealed that significant changes occurred between pre-test and post-test scores for both Springfield and Hamlin. Both schools showed significant gains during the year.

** The analysis of covariance results indicated significant changes across the Springfield District when the pre-test scores were utilized as the covariant. A Least Significant Difference (L.S.D.) Test showed that Springfield and Hamlin had significantly higher means than did the other two schools.

Discussion (Grade 9 Results)

There are no obvious problems which would indicate the inappropriateness of the CDI for ninth grade testing. Thus, it is recommended that the two scales of the CDI be utilized for future assessments of Springfield students.

During the 1975-76 school year, Springfield youngsters were provided with articulation activities and S.U.T.O.E. classes to enhance their career exploratory experiences. Significant gains were made at Springfield and at Hamlin Junior High Schools for both resources for exploration and information and decision making. Briggs and Thurston did not show changes between the Fall, 1975 and the Spring, 1976 testing. When the pre-test scores were statistically matched using the covariance analysis, significant changes were observed for Springfield School District ninth graders on Scale C (Information and Decision Making). Scale B (Resources for Exploration) showed no significant gains when Springfield District students were statistically matched according to pre-test scores. The career exploratory experiences seemed to have worked very well for developing career information and decision making skills for Springfield Grade 9 students.

Norms for the scales of the instruments have included more than 1000 scores for Spring testing. These results should be fairly stable for purposes of comparing individual test results.

Grade 12 Results (1975-76)

The Career Maturity Inventory (Attitude Scale) was given to all District Twelfth Grade students during the 1975-76 school year. The CMI provides measures of the student's career maturity of decision-making attitudes. Specific dimensions of the CMI include (1) involvement in the career choice process, (2) orientation toward work, (3) independence in decision-making, (4) preference for career choice factors, and (5) conceptions of the career choice process. The reading level for the CMI is at approximately the sixth grade level.

Table 17 reports raw score values and percentiles for combined Spring, 1975 and Spring, 1976 test results. These norms, with a sample size of 709, are interpreted in the same manner as were previous norm tables included in the present report. These results are shown as below in Table 17. Oregon norms for the CMI are included under Appendix A.

Table 17

Score Distribution and Percentiles for
Career Maturity Inventory (Attitude Scale)
Grade 12, Springfield Public Schools, Spring, 1975 and Spring, 1976.

Raw Score	Percentile (n=709)
10	-
11	-
12	-
13	-
14	-
15	-
16	-
17	-
18	-
19	-
20	1
21	1
22	1
23	2
24	3
25	3
26	4
27	6
28	7
29	8
30	11
31	15
32	18
33	23
34	29
35	34
36	40
37	47
38	49
39	63
40	72
41	79
42	86
43	91
44	94
45	96
46	98
47	99
48	99
49	-
50	-

CMI mean scores for the Springfield District are shown in Table 18. These figures include data covering three (3) testing dates (Spring, 1975; Fall, 1975; and Spring, 1976). For the Spring, 1976 scores, Springfield showed a range of 15 - 47 while Thurston included a range of 22 - 48.

Analysis of covariance results showed no significant changes in the Springfield Grade 12 students during the 1975-76 school year. Pre-test scores were used as the covariant, or matching variable, for the analysis.

Discussion (Grade 12 Results)

Norms which have been generated from Grade 12 data encompass CMI test results collected from Springfield students during Spring terms, 1975 and 1976. With 709 scores being incorporated into the norm table, these data should be viable indicators of the distribution pattern for Springfield students on the CMI (Attitude Scale).

The treatment for twelfth graders during the 1975-76 school year included articulation and occupational cluster activities. The analysis of changes, as measured by the CMI, showed that no significant gains were made for Springfield students during the 1975-76 year.

No special problems were observed in the use of the CMI with Grade 12 students. Its usage should be continued so that local norming data can be further stabilized and in order to continue the product assessment of career maturity within the Springfield School District program.

Table 18

Mean Scores for Career Maturity
Inventory (CMI) - Attitude Scale
Grade 12, Springfield Public Schools, 1975-76.

Testing Date	Mean Scores			
	Sample Size	Springfield	Sample Size	Thurston
Spring, 1975	170	35.759	170	37.353
Fall, 1975	190	35.537	183	37.317
Spring, 1976	190	37.658	183	37.186
TOTALS	550	36.338	536	37.284

APPENDIX A

CMI Norms (Oregon - 12th Grade)

CMI Norms (Oregon - 12th Grade)

Attitude Raw Score	Percentile
48	-
47	-
46	99
45	98
44	95
43	91
42	85
41	79
40	69
39	61
38	52
37	44
36	37
35	30
34	24
33	19
32	16
31	12
30	10
29	7
28	5
27	3
26	2
25	2
24	2
23	1
22	1
21	1
20	-
19	-
18	-
17	-
	N = 753 Mean = 37.54 Standard Deviation = 4.97